IMPROVING STUDENTS' SPEAKING ABILITY BY USING THINK-PAIR-SHARE (TPS) TECHNIQUE AT GRADE VIII MTsN 2 PADANGSIDIMPUAN

A THESIS

Submitted to Institute for Islamic Studies Padangsidimpuan
As a Partial Fulfillment of the Requirements for the Degree of
Islamic Educational Scholar (S.Pd.I) in English Department

Written by:

SUDAR YANTI SORMIN
Reg. No. 10 340 0031

ENGLISH DEPARTMENT

FACULTY OF TARBIYAH AND PEDAGOGY

THE INSTITUTE FOR ISLAMIC STUDIES

PADANGSIDIMPUAN

2014

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2014

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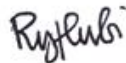in _
        Padangsidimpuan

Assalamu'alaikumWr. Wb.

      After reading, studying and giving advice for necessary revise on thesis belong to *Sudar Yanti Sormin* entitle *"Improving Students' Speaking Ability By Using Think-Pair-Share (TPS) Technique At Grade VIII MTsN 2 Padangsidimpuan,"* we assume that the thesis has been acceptable to complete the assignments and fulfill the requirements for the degree of Sarjana Pendidikan Islam (S.Pd.I), in English Department, Tarbiyah and Pedagogy Faculty in IAIN Padangsidimpuan.

      Therefore, we hope she could be to defend her thesis in Munaqasyah. That's all and thank you for the attention.
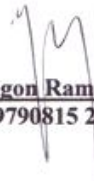
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4. My beloved friends, Rita Juliana, Herlinda Pohan, Efnita Lestari, Hanifah, Khoridah, Indah and especially to my friends in dormitory. and All of my friends that I can't mention one by one, for their support, and suggestion .

I realize this thesis is imperfect. Therefore, critics and suggestion are really needed to make this thesis becomes better in the future.

Padangsidimpuan, 02 June 2014

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ABSTRACT

The thesis was originated by the important background which was needed to improve students' speaking ability in the English learning at MTsN 2 Padangsidimpuan. Students' achievement is low, the lack of students' self-confidents and the using of un-appropriate technique. Solving those problems, researcher conducted classroom action research by using Think-Pair-Share technique to improve students' speaking ability.

This research used class action research (CAR) approach to describe the improvement of speaking ability and to explain the influencing factors of students' speaking ability. The research purposed to describe the students' speaking ability and influencing factors by collecting data through testing, observation, and interview.

Based on the result, showed the students' speaking ability mean score was improved. The first cycle mean score was 11. 3. It means, the percentage was 45 %. The second cycle mean score was 22. It means, the percentage was 88 %. Therefore, the mean score and percentage in the second cycle was higher than the first cycle. The influencing factors come from students, teacher and environment. The data from observation sheet indicated that the students got improvement. It indicated that the application of Think-Pair-Share technique improved students' speaking ability in all aspects; accent, grammar, vocabulary, fluency and comprehension.

CHAPTER I

INRODUCTION

A. **Background of the Problem**

Language is a social phenomenon. It means language is a set of convention of communicative signal used by human for communication in community. Language is also a system of communication which plays important role in the human life. Language in this sense is possession of a social group, comprising an indispensable set of rules, which permits its member to relate to each other. One of the languages that has a significant influence in interaction of language is English. It is used in many aspects of international relationship; people use English for business, technology, and even in educational interaction. [1]

English becomes a tool of communication around the world includes field of education. In education, English is used to communicate between teachers and students to give and get information and knowledge. Government realizes that English language must be learned from the beginning of educational process to get the best result for the next Indonesian generation. As a forward orientation, Indonesian government had issued Indonesian rules (UUD) No. 2

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[1] David Cristal, *English as a global language.* (New York: Cambridge University Press, 1997) p. 56

year in 2002 about national educational system to develop human resource in education.[2]

Curriculum states that there are four language skills that should be mastered by the students: listening, speaking, reading, and writing, of which have the standard which developed from the goal of educational program. Speaking is one of the communicative languages signal face to face used by human for communication in a community. Through mastery of speaking can get self-actualization in front of people because know how to change life better. Speaking ability is support leadership because with high confidence to speak can persuade and influence other people.

In this case, speaking is important in education. In Islam, speaking is important in our life, furthermore it be seen in An-Nisa verse 148-149 states:[3]

۞ لَّا يُحِبُّ ٱللَّهُ ٱلْجَهْرَ بِٱلسُّوٓءِ مِنَ ٱلْقَوْلِ إِلَّا مَن ظُلِمَ ۚ وَكَانَ ٱللَّهُ سَمِيعًا عَلِيمًا ﴿٤٨﴾

إِن تُبْدُوا۟ خَيْرًا أَوْ تُخْفُوهُ أَوْ تَعْفُوا۟ عَن سُوٓءٍ فَإِنَّ ٱللَّهَ كَانَ عَفُوًّا قَدِيرًا ﴿٤٩﴾

148. Allah doesn't like that the evil should be uttered in public except by him who has been wronged and Allah is ever, All- Hearer, All- Knower.

149. Whether you (mankind) disclose (by good words of thanks) a good deed (done to you in the form of a favor by someone), or conceal it, or pardon an evil,…verily, Allah is ever oft- Pardoning, All- powerful.

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[2] -----------, Undang-Undang Dasar Republik Indonesia dan Amandemennya, (Solo: Sendang Ilmu),2002.p.23.

[3] Muhammad Taqi'ud-Din Al-Hilqidan Muhammad Musin Khan, *Translation of the Meanings of The Noble Qur'an in The language*, (Madinah:K.S.A,1445), p.135.

Al-Qur'an orders us good talking, good talking to our parents by talking smoothly. Good talking and forgive someone is better than alms giving.

The important of teaching and learning in speaking is bad talking or good talking teaching to all the people. The students can communicate or interact to other people, but in communication they must know the meaning of good talking because good talking can help good interaction with other people.

Speaking is an interactive process constructing meaning that involves producing and receiving and processing information.[4] Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. Language functions that tend to recur in certain discourse situations (e.g., declining an invitation or requesting time off from work), can be identified and charted. Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary *(linguistic competence)*, but also that they understand when, why, and in what ways to produce language *(sociolinguistic competence)*. Receiving is process communicate between speaker and listener to know what listener understand. Processing information is step how you get information.

In this case, students felt boring in studying speaking subject by one technique. Therefore, to make an enjoyable learning situation in learning is the

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[4] Burns, A., & Joyce, H, *Focus on speaking*, (Sydney: National Center for English Language Teaching and Research,1997),p. 245

most important in order to create a good teaching and learning process especially in learning speaking which acquires interesting situation.

As a matter of fact, those problems occurs at MTsN2 Padangsidimpuan, Rafni Dewi Yanti[5] as one of the English teachers told to the researcher that the students felt boring in studying Speaking subject by making simple advertisements based on the pictures, actually in learning process, the teacher does not use speaking technique in learning speaking subject, but the teacher uses inappropriate technique such writing technique. The ability of students in speaking is low; meanwhile, the standard score of students must be average 8, 0. In fact, they got average 6, 0 because teachers do not use many techniques in teaching speaking. They need another technique which is more suitable in teaching speaking.

Considering about the way to solve those problems, there are many kinds of teaching learning approach that can be used. Cooperative learning approach is one of the best approaches that are suggested to use. Cooperative learning approach can be used by many techniques there are: discussion, role play, debate, game, jigsaw, think-pair-share and concept mapping. Discussion has been applied but it made the student noisy and the group discussion too. Debate is not available in student's lesson. Game, jigsaw, role play and concept mapping have applied. One of them is Think Pair Share (TPS) Technique. Think

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[5] Interviewing to the English Teacher, (Palopat: MTsN 2 Padangsidimpuan, October13th, 2013 at 09.00 a.m.

Pair Share is probably the best known cooperative learning exercise will be applied in MTsN 2 Padangsidimpuan, the think-pair-share structure provides students with the opportunity to reflect on the question posed and then practice sharing and receiving potential solutions. Think-pair-share is a cooperative teaching technique that includes three components. There are time for thinking, time for sharing with a partner and time for each pair to share back to a larger group. This technique does not only give the students an opportunity to work individually, but also work in group with other students.

This technique can develop the students' ability with verbal to others, to help students more responsibility in studying, to increase motivation and stimulus thinking, and to help students finding the information by them selves. Speaking is one of the kinds of communicative language or skill. It means that by applying Think Pair Share (TPS) technique which gives students to cooperate with other students, they can communicate by speaking well.

Based on the above background, to solve those problems the researcher will conduct a Classroom Action Research for students who need the facility in learning English class at eight grades MTsN 2 Padangsidimpuan. Researcher believes that this research can motivate students to study English and improve their speaking. Researcher entitles this research by **Improving Students' Speaking Ability by Using Think- Pair- Share (TPS) Technique at Grade VIII MTsN 2 Padangsidimpuan.**

B. Identification of the Problem

Problems of the research based on the above background are needed to be identified in order to be characterized as the identification makes researcher to be easier to search them intensively. Identifications of the problems based on the above background are:

1. The students felt boring in studying speaking by making simple advertisements based on the pictures not speaking but writing approach.

2. The ability of student's in speaking is low; the standard score must be average 8, 00. In fact, 6, 00.

C. Limitation of the Problem

Based on identification of the problems above, the researcher limits the problem of students' speaking ability by using think-pair-share (TPS) technique. The researcher also limits the speaking ability into communication practice, grammar practice (Future Tense), developing skills (explanation the activity), pronunciation (how to pronounce words in a sentence), and unit partner–test. So, the researcher supposes to find out what extent can think-pair-share technique improves the student's speaking ability in academic year 2013 – 2014 in second semester at grade VIII MTsN 2 Padangsidimpuan.

D. Formulation of the Problem

Based on limitation of problem mentioned above, the problems of the research can be formulated as:

1. To what extend does think- pair- share (TPS) can improve the students' speaking ability at grade VIII MTsN2 Padangsidimpuan?

2. What factors influence student's speaking ability by using think- pair-share at grade VIII MTSN2 Padangsidimpuan?

E. The Purpose of the Research

Based on the above research question, so the purpose of the research as follows:

1. To describe the result improving student's speaking ability by using think-pair-share (TPS) at grade VIII MTsN 2 Padangsidimpuan.

2. To identify the factors which influences students speaking ability by using think-pair-share at grade VIII MTsN 2 Padangsidimpuan.

F. Significances of the Research

Significances of the research are the large contributions depending on where and whoever a result of the research for being useful in terms of education. The significances of the research are:

1. Headmaster of MTsN 2 Padangsidimpuan, to develop and encourage English teachers, and to teach English well.

2. Teachers of MTsN 2 Padangsidimpuan, to develop their capability in teaching speaking as result of this research hopefully will be a source guidance to conduct the more effective speaking ability in class to improve student's speaking ability.

3. Students and readers, to broaden or extend their knowledge of speaking ability.

4. This researcher will be the one of the research literatures that can be source to get information about the research focus for other researchers who are interesting in conducting research relates to this research.

G. Indicator of Action

Classroom action research is the process of studying a real school or classroom situation to understand and improve the quality of action or instruction.[6] It means that action research is a systematic way for teachers to observe their practice or to explore a problem and a possible course of action through planning, action, observation and reflection. Action research is any systematically inquiry conducted by teachers, researchers, principals, school counselors, or other stakeholders in the teaching learning environment to get the information about the ways how they teach, and how their students learn.

Action means the activities that will be done by someone. The researcher will make teaching program, lesson plan, and also using strategy in teaching speaking in the classroom. Additionally, researcher will collaborate with the English teacher to become a teamwork who work together to solve the students' problem in improving students' speaking ability by using Think-Pair-Share (TPS) Technique at grade VIII MTsN 2 Padangsidimpuan.

Actually, Think-Pair-Share is a cooperative learning technique that includes three components. There are time for thinking, time for sharing with

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[6] Andrew P. Johnson, *A Short Guide to Action Research Second Edition,* (America: Pearson Education, 2005), p. 21.

partner, and time for each pair to share back to a larger group. Teacher give the lesson with conventional, give the problem to student and student work cooperative learning with pair (think-pair), group presentation (share), quiz individually, make the improving every student, inform the result and give the reward. This technique does not only give the students an opportunity to work individually, but also work in group with other students. The excellent point from his technique is TPS technique also builds each student's potential. By conventional technique which usually one student's show then share it to other students, this TPS technique give students show their participation to other students.

1. Steps of Think-Pair-Share Technique

Students think through questions using three distinct steps:

Step I: Thinking

The teacher poses a question or an issue associated with the speaking lesson asks students to spend a minute thinking alone about the answer or the issue. Students need to be taught that talking is not past of thinking time.

Step II: Pairing

Next, the teacher asks students to pair off and discuss what they have been thinking about. Interaction during this period can be sharing answers if a question has been posed or sharing ideas if a specific issue was

identified. Usually teacher allow no more than four or five minutes for pairing.

Step III: Sharing

In the final step, the teacher asks the pairs to share with the whole class what they have been thinking about. It is effective to simply go around the room from pair to pair and continue until about a fourth or a half the pairs have had a chance to report. This technique does not only give the students an opportunity to work individually, but also work in group with other students. The excellent point from this technique is TPS technique also builds each student's potential. By conventional technique which usually one student's show then share it to other students, this TPS technique gives students a chance which is eight times more to be known, and slow their participation to other students.

Moreover, the researcher will give speaking test to know how far the students can improve their ability by using Think-Pair-Share (TPS) technique at grade VIII MTsN 2. In addition, the researcher will use observation notes and interview to support this research.

H. Definition of the Operational Variables

1. Improving

Improving is a verb that has made something or became better.[7] So improving is going through better work to reach something. Improving consist of three steps, doing work in a simple way, doing a work in a different way but in a correct manner and doing a work in a different way with a great quality and correctly. Crossing these in a step by step process is called improving. In this research, adopted to increase students speaking ability better through the process of teaching from cycle to cycle.

2. Student

Student is a person who is studying ata school, college, University,etc.A.S. Hornby states: "Student means: Anyone who studies or who is devoted to the acquisition of knowledge".[8] Student is a person who is studying at a university or collage.[9] While in *Kamus Besar Bahasa Indonesia* the student is a learner especially on the grade of elementary, junior and senior high school.[10] Beside, Rama Yulis in his book *Ilmu Pendidikan Islam* says that student is the member of society that tries to develop his/her self through education level process and kinds of certain education.[11]In addition, student can be defined as a raw material in

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[7] A. S. Hornby. *Oxford Advanced Learners Dictionary* (New York: Oxford University Press, 2000),p.682.

[8]*Ibid.,* p. 1525.

[9]*Ibid.*, p. 1344.

[10]Tim Penyusun Kamus Pusat Pembinaan dan Pengembangan Bahasa, *Kamus Besar Bahasa Indonesia,* (Jakarta: Balai Pustaka, 2001), p. 1077.

[11]Rama Yulis, *Ilmu Pendidikan Islam,* (Jakarta: Kalam Mulia, 2008), p. 77.

transformation process in education.[12] So based on those definitions above, the writer concludes that the student is a person who learn on the grade of elementary, junior and senior high school not only on the formal education institution but also on the informal education. In this research adopted to be the student who will be increase the speaking ability.

3. Speaking

According to Webster New World College Dictionary, speaking is the act or art of the person who speaks that which is spoken; utterance; discourse.[13] Further, speaking is the ability to speak fluently presupposes not only knowledge of language features, but alsothe ability to process information and language 'on the spot'.[14] Speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test-takers' listening skill, which necessarily compromises the reability and validity of an oral production test.[15] So, speaking is the act, utterance or discourse of one who speaks. It also can be defined as an activity in giving and asking information as if dialoguing by two or more people. In speaking, there is a process of communication between speaker and listener. People put ideas

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[12]Rama Yulis dan Samsul Nizar, *Filsafat Pendidikan Islam*, (Jakarta: Kalam Mulia, 2010), p. 169.

[13]Victoria Neufeldt. *Webster New College Dictionary-3rd,* (New York: Simon & Schuster Inc, 1995) p. 1217.

[14]Jeremy Harmer. *The Practice of English Language Teaching,* (London: Longman, 2001) p.269.

[15]J. Michael Ommaley. *Authentic Assasment for English Language Learners,* (USA: Addison-Wesley Publishing Company, 1996) p.140.

into words, talking about perceptions and feeling they want other people to understand. In this research, speaking is the subject will be learn and improve by student.

4. Ability

Ability is the fact able to do something.[16] Ability according to Kamus Synonym-Antonym, ability, is skill, talent, qualification, competence, power and cleverness to do something. In this research, ability is the power to improve speaking.

5. Think- Pair-Share Technique

Think Pair Share is a cooperative teaching technique that includes three components. There are time for thinking, time for sharing with a partner and time for each pair to share back to a larger group.[17] So, Think-Pair-Share technique is the good technique can teacher use in learning English at Grade VIII MTsN2 Padangsidimpuan", because can make students more fun when learning process. In this research, think-pair-share is technique to improve student's speaking ability.

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[16] A.S. Hornby, *Op.Cit*, p. 2.
[17] Richard I. Arends, *Learning to Teach Buku Dua* (Yogyakarta: Pustaka Pelajar, 2008), p. 259.

I. The Hypothesis Action

The hypothesis was needed to show the researchers' thinking and expectation the outcomes of the research related to this research. The hypothesis of this research is stated that: "Students' Speaking Ability Improve by Using Think- Pair- Share technique at Grade VIII MTsN 2 Padangsidimpuan."

J. Outline of the Thesis

The systematic of this research is divided into five chapters. Each chapter consists of many sub chapters with detail as follow:

In the chapter one, consist of background of the problem, identification of the problem, limitation of the problem, formulation of the problem, purposes and significances of the research, and the last is definition of key terms. All reasons why researcher really interest in finding phenomena or realities of students' Speaking ability at grade VIII MTsN 2 Padangsidimpuan in English Education Study Program IAIN Padangsidimpuan explains in background of the problem. Next, to conduct a good research the researcher mapping the problems in one concern that is improve students' Speaking ability by using Think- Pair-Share (TPS) at grade VIII MTsN 2 Padangsidimpuan explains in focus of the problem. Then, the researcher state the formulation of the problem use to give a general problem of the research. Definition of the key terms is use to clarify the terminology in the title of the research. The researcher expected this research to be useful for teachers as source of teaching. They can get learning materials by many technique in the classroom of teaching speaking ability, specifically which

concerns with Think-Pair-Share (TPS) in this research as reference in improving the process and the result of the students' speaking ability. The research can be used by the future researchers as reference and standing point for studying the other subjects in the field of language teaching. The significances of the research make state that the research has useful for researcher and other. Then definition of key terms; to avoid vagueness and misunderstandings perspective, this part explain what is meant by improve, speaking, ability, and think- pair- share (TPS). And the last is thesis out line; explain all elements in each chapter.

In the chapter two, consist of theoretical description which explain about speaking ability (definition, kinds of speaking, teaching speaking, types of speaking) and think-pair-share (TPS) (the concept of think-pair-share (TPS), advantage and disadvantage of think- pair-share (TPS) and also review and related finding is an adding information in conduct this research.

In the chapter three, consist of research methodology, the kind and approach of the research; the kind of research is quantitative and classroom action research, the time and the place of the research. Population and sample of the research, then instrument of collecting data; are interview, test, and documents uses to collect the data. Next is technique of data trustworthiness is to make the data more valid and the last is technique of data analysis.

In the chapter four, consist of the result of the research. The result of the research consists of the description of the data.

The last is chapter five; consist of conclusion, implication, and suggestion

CHAPTER II

THEORITICAL DESCRIPTION

A. **Theoretical Description**

In conducting a research, theories are needed to explain some concepts or terms applied in research concerned. The terms are as follow:

1. **Speaking**

Communication with language is carried out through two basic human: Speaking and Listening. Jo Mc Donough and Christoper Shaw stated that "Speaking is desire and purpose driven, in order to communicate something to achieve a particular end."[1] This may involve expressing ideas and opinions; expressing a wish or desire to do something; negotiating or solving problem; or establishing and maintaining social relationships and friendship. In listening, the people turn words into idea; trying to reconstuct the expression they want other people to understand.

a. Definition of Speaking Ability

Hendri Guntur Tarigan said that speaking is "the ability of someone to pronunce the sounds of the articulation or words to express, to say to deliver the ide, feeling or sense".[2] In addition speaking is described as the ability to express oneself in life situations or the ability to report acts or

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[1]Jo Mc Donough and Christoper Shaw. *Material and Methods in ELT* (USA: Blackwell Publisher, 1994) p.152.
[2]Hendri Guntur Tarigan. *Berbicara Sebagai suatu Keterampilan Berbahasa* (Bandung: Angkasa, 1986) p. 15.

situations in precise words or the ability to converse, or to express a sequence of ideas fluently.

Alexander arranges the speaking ability within these purposes: [3]

1) The ability to understand English dealing with everyday subjects and spoken at normal speed.
2) The ability to answer question which require short and extended answer.
3) The ability to ask question to elicit short or extended answer.
4) The ability to use orally a large number of elementary sentences patterns.
5) The ability to reproduce orally the substance of a passage of English after having heard it several times and read it.
6) The ability to conduct a simple conversation on everyday subject.
7) The ability to give short talks.

So in speaking, there is a process of communication which conveys message from a speaker to listener. A speaker has to encode the message which contains information. Encoding is the process of conveying message of information to listener while decoding is the process of receiving information given by speaker.

b. Principle for Designing Speaking Techniques

According to Clark Speaking "divided into two types of activities planning and execution".[4] Speaker first plans what they want to say based on how they want to change the mental state of their listener. Then, they

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[3]L.G. Alexander. *Fluency in English* (London : Longman, 1967), p. 1.
[4]Clark and Clark. *Psychology and Language* (New York: Harcourt Brace Jovanovich Inc. 1977) p. 223.

put their plan into execution, uttering the segments, words, phrases and

sentences that make up the plan.

How is speech planned and executed? The process looks like this:[5]

1) Discourse Plans: the first step for speakers is to decide what kind of discourse they are participating in. Are they telling a story, conversing with other people and etc? Each kind of discourse has a different structure, and they must plan their utterance to fit.
2) Sentence plans. Given the discourse and their intention to produce a sentence with the right message, speakers must select one that will do this.
3) Constituent plans. The speakers must pick the right words, phrases, or idiom to inhabit each constituent and put them in the right order.
4) Articulator Program. As specific words are chosen, they are formed into an "articulator program". It consist a representation of the actual phonetic segments, stresses, and intonation pattern that are able to be executed at the next step.
5) Articulation. The final step is to execute the contents of the articulator program. This done by mechanisms that add sequence and timing to the articulator program. This step results in audible sounds, the speech the speaker intended to produce.

In order to guide the students' speaking practice the teacher should be

aware to the elements of speaking, question and answer. There are a number

of ways or techniques to use as guide the students' speaking. There are some

principles to design those techniques, namely:[6]

a) Techniques should cover the spectrum of learner needs, from

language-based focus on accuracy to message-based focus on

interaction, meaning, and fluency.

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[5]*Ibid.,* 225-228.
[6] H. Douglas Brown. *Principles of Language Learning and Teaching,* (New Jersey: Prentice Hall, 2000) p.254.

As a teacher, to do techniques for improving students' speaking, for example jigsaw group, debate, play a game, he must make sure that his task include techniques design to help student to perceive and use the building block of language. At the same time, not to bore students to death with lifeless, repetition. As already noted above, make any drilling as interactive as possible.

b) Techniques should be intrinsically motivating.

Motivation is commonly thought of as an inner drive, impulse, emotion, or desire that moves one to a particular action.[7] It is probably the most often catch-all for explaining the success of failure of virtually any complex task. For countless studies and experiments in human learning have shown that motivation is a key to learning. So that, try the techniques all times to appeal to students' ultimate goals, interest of their motivation, to their need in teaching learning process.

c) Techniques should encourage the use of authentic language in meaningful contexts.

It is not easy to keep coming up with meaningful interaction but by searching resource material, although it takes energy and creativity to devise authentic contexts and meaningful interaction, it can be structured to provide a sense of authenticity.

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[7]*Ibid,* p. 112.

d) Provide appropriate feedback and correction.

English as Foreign Language (EFL) the use of language is not available in the society such as in our country Indonesia. In this situation, students are totally dependent on the teacher for useful linguistic feedback. It is important that we take advantage of our knowledge of English to inject the kinds of corrective feedback that are appropriate for the moment.

According to Jeremy Harmer stated that "Feedback is speaking tasks where students are trying to use all and any language they know provides feedback for both teacher and students.[8]" Teachers can show how well their class is doing and what language problems they are having; students can see how easy they find a particular kind of speaking and what they need to do to improve.

e) Capitalize on natural link between speaking and listening.

Many interactive techniques involve speaking and listening. Don't lose on opportunities to integrate these skills. Skills in producing language are often initiated through comprehension.

f) Give students opportunities to initiate oral communication

A good deal of typical classroom interaction is characterized by teacher initiation of language. We ask question, give directions, provide information, and students have been conditioned only to

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[8]Jeremy Harmer. *How to Teach English* (London: Longman, 1998), p. 88.

speak. As we design and use speaking techniques, we also allow student to initiate language.

g) Encourage the development of speaking strategies.

The concept of strategic competence is one that few beginning language students are aware of. They simply have not thought about developing their own personal techniques for accomplishing oral communicative purposes. For example:

(a) Asking for clarification (What?)

(b) Asking someone to repeat something (Huh? Excuse me?).

(c) And getting someone attention (Hey, Say, So).

Teacher must choose better techniques for improving students speaking. Good speaking activities can and should be highly motivating. If all the students are participating fully-and if the teacher has set up the activity properly and can give useful feedback-they will get satisfaction from it. Many speaking techniques for example, role-play, debate, problem solving, are intrinsically enjoyable in themselves.

It means that speaking may discuss about communication practice, grammar practice (Future Tense), developing skills (explanation the activity), pronunciation (how to pronounce words in a sentence), and unit partner–test.

There are some aspects that have to be understood in understanding speaking:

a. Grammar

According to Jayanthi Dakshina Murthy stated that "Grammar is a systematic study of scientific method which provides us information and guidance necessary to learn a language."[9] The science of grammar teaches us how a language is spoken and written correctly and effectively. So, it can be said that grammar is primarily concerned with the formation and classification of words and sentences and their practical significance in daily life. In this case used of Future Tense.

"Future Tense is used to show that an action will take place in future."[10] The using of Future Tense for future action example:

1) I shall meet you tomorrow

2) We shall begin the work from Monday

3) She will stay with us for another week

The formulation of Future tense according to Satrio Nugraha is:[11]

1) I /we shall + Shall + Verb
2) He/she/it will+ Verb

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[9] Jayanthi Dakshina Murthy, *Contemporary English Grammar*, (Delhi: Shivam Printers, 2003), p.2

[10] *Ibid*.,p.151

[11] Satrio Nugroho, Practical Complete English Grammar, (Surabaya: Penerbit Kartika,td),p. 19

b. Pronunciation

In mastering the speaking ability, for example, the teacher must train and equip the learner with a certain degree of accuracy and fluency in understanding, responding, and in expressing himself in the language speech. The learner should have the competence to talk intelligibly to others which implies that he should master all aspects of the language.[12] In this case, researcher will be explaining about how to pronounce word in a sentence.

a) How to pronounce word in a sentence

Word is combination two letter or more. In pronunciation, to built the word combine some of the letter. According to Anas Syafei letter in English divided in to two:[13]

1) Vowel

"Vowels are sounds which are made without any kind of closure to escape of air through the mouth. "[14]Examples: I (sit), i: (seat), e (set),ae (had),a (above),a: (father), u: (pool), and u (pull).

2) Consonant

"Consonant are the speech sounds which are produced with some kind of closure in the mouth, restricting the escape of air."[15]

Example : p(put), b (but), t(time), d(do), k (come), g (go), f (fine), v

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[12] Anas Syafei, *English Pronunciation Theory and Practice*, (Jakarta: Departemen Pendidikan dan Kebudayaan,1998),p.1
[13] Anas Syafei, *Ibid.*,11-12
[14] *Ibid.,*
[15] *Ibid.*,p.16-18

(vine), s (sit), z (zoo), h (have), m (man), n (nose), l (land), r (run), w(win), and y(yes). Example in a sentence: 1) He didn't mean to go (Hi: 'didn't 'mi:n tu gou). 2) I can't find anything. (ai 'ka:nt 'faind 3nithin).

c. **Developing Skill**

Developing skill is the way how to improve their competence. In speaking developing skill is: [16] extensive. Students at junior high school are called on to give extended monologues in the form of short story and explanation the activity. This monologue can be planned or improve to student's speaking ability.

d. **Unit Partner – Test**

According to H. Douglas Brown "unit partner test in speaking are: responsive, transactional and interpersonal."[17]

1) Responsive

"Responsive is a good deal of student speech in the classroom responsive is short replies to teacher of student initiated questions or comments".[18] Example:

R: How are you today?

V: Pretty good, thanks, and you?

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[16] H. Douglas Brown, *Language Assessment, Principles and Classroom Practice*, (New York: Pearson Education, 2004), p. 268
[17] *Ibid.*,267
[18] *Ibid.*,

R: What is the main idea in that conversation above?

V: Talking about free time.

R: So, what did you write for question number one?

V: Well, I wasn't sure, so I left it blank.

2) Transactional

"Transactional language, carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language.[19]" Example:

R: What is the main idea of the conversation above?

V: Talking about free time.

R: More free time than what?

V: Then it does right now.

3) Interpersonal

The purpose of interpersonal maintaining social relationship than for transmission of facts and information.[20] Example:

A: Good morning. Can I help you?

B: Yes. I have an appointment with Mr. Faisal.

A: Mr. Hamdan?

B: yes, that's right.

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[19] *Ibid.,*
[20] *Ibid.,*

From the above explanation, it can be conclude that in speaking there is interaction between speaker and listener that convey the message from a speaker to listener. For example, listener may give the speaker feedback whether the listener has understood what the speaker just said. The speaker will then need to reformulate what just said in order to get the meaning across in different way.

e. Evaluation

"Evaluation is focuses on collecting information about different aspect of language program in order to understand how the program works, and how successfully it works, enabling different kinds of decision to be made about the program, such as whether the program, such as whether the program responds to learner's needs, whether further teacher training in required for teacher's working in the program, or whether students are learning sufficiently from it".[21]

According to Arthur Hughes there six categories to measure speaking skill such as:[22]

1) Accent

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[21] Jack C. Richards, Curriculum Development in Language Teaching, (United States of America: Cambridge University Press,2001),p.286

[22] Arthur Hughes, *Testing for Language Teachers* (USA: Cambridge University Press, 1990), p. 111

The term accent is "used to refer to the speech of someone who speaks a language non-natively."[23] For example a French person speaking English is described as having a French accent.

"Accent is the emphasis by stress, pitch or both given to a particular syllable or word when it is spoken."[24]

Arthur Hughest stated accent can be identified looks like this:[25]

a) Pronunciation frequently unintelligible
b) Frequent gross errors and a very heavy accent make understanding difficult
c) "Foreign Accent" requires concentrated listening and mispronunciation lead to occasional misunderstanding and apparent errors in grammar or vocabulary.
d) Marked "Foreign Accent" and occasional mispronunciations, which do not interfere with understanding.
e) No conspicuous mispronunciations, but would not be taken for a native speaker
f) Native pronunciation, with no trace of foreign accent.

1) Grammar

"Grammar is the part of the study of language which deals with the forms and structure of words (morphology), with their customary arrangement in phrase and sentence (syntax), and now often with language sounds (phonology) and word meanings (semantics)".[26] Grammar is necessary for communication; it gives us the format of

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[23]Nirmala Sari, *An Introduction to Linguistic* (Jakarta: Departemen Pendidikan dan Kebudayaan, 1988), p. 138.

[24]Victoria Neufeldt, *Webster New World College Dictionary-3 rd* (New York: Simon & Schuster Inc, 1995), p. 7.

[25] Arthur Hughest, *Op.Cit*,p. 112

[26]*Ibid*., p. 286

structures of language themselves. In other words, grammar tells us how to construct a sentence.

Grammar can be identified looks like this:[27]

a) Grammar almost entirely inaccurate phrases.
b) Constant errors showing of very few major patterns and frequently preventing communication
c) Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.
d) Occasional errors showing imperfect control of some patterns but not weakness that causes misunderstanding.
e) Few errors, with no pattern of failure.
f) No more than two errors durimg the interview

2) Vocabulary

"Vocabulary is an interrelated group of nonverbal system, symbols, signs, gesture, etc."[28] It is used for communication or expression, in particular art, and skill.

"Vocabulary is more that a list of target language of words."[29] A spoken word is a sound or sequence of sounds, which communicate those "ideas" precisely, a speaker should express them with precise words rather than general words.

Vocabulary can be identified looks like this:[30]

a) Vocabulary inadequate for even the simplest conversation
b) Vocabulary limited to basic personal and survival areas (time, food, transportation, family).

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[27] *Ibid.,*287
[28]*Ibid.*, p. 1494
[29] David Nunan. *Practice Language Teaching,* (New York: Mc. Graw Hill Companies, 2003), p. 258.
[30] Authur Hughest,*Loc.Cit.*

  c) Choice of words some time inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics

  d) Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion on any non-technical subjects with some circumlocution.

  e) Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.

  f) Vocabulary apperently as accurate and extensive as an of the educated native speaker.

3) Fluency

"Fluency is the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searches, etc."[31]

Fluency can be identified looks like this: [32]

  a) Speech is no halting and fragmentary that conversation is virtually impossible.

  b) Speech is very slow and uneven except for short or routine sentences.

  c) Speech is frequently hesitant and jerky: sentence may be left uncompleted.

  d) Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words. Speech is effortless and smooth, but perceptibly non-native in speed and evenness.

  e) Speech is effortless and smooths but perceptibly non-native in speed and evenness.

  f) Speech all professional and general topic as effortless and smooth as a native speaker.

4) Comprehension

Hornby states that: "Comprehension is the mind's act or power of understanding".[33] "Comprehension is the capacity for understanding

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[31]*Ibid.*, p. 55.
[32] *Loc.Cit*

ideas, fact, etc."[34] A longer definition of comprehension will be as the act of understanding the meaning.

Comprehension can be identified looks like this:[35]

a) Understands too little for the simplest types of conversation.
b) Understand only slow, very simple speech or common social and tourist topics; requires constant repetition and rephrasing.
c) Understand careful, somewhat simplified speech directed to him or her, with considerable repetition and rephrasing
d) Understand quite well normal educated speech directed to him or her, but requires occasional repetition and rephrasing.
e) Understands everything in both formal and qolloquial speech to be expected of and educated native speaker.
f) Understand everything in normal educated conversation except for very colloquial or low frequency items or exceptionally rapid or slurred speech.

After the test, these elements are marked and entered into left-hand column and totaled from the weighting table.

2. **Think-Pair-Share Technique**

a. Definition of Think-Pair-Share Technique

Think-Pair-Share (TPS) technique is developed by Frank Lyman at the year of 1985 and his friends in University of Maryland. "Think-Pair-Share is a cooperative learning technique that includes three components."[36]

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[33]A. S. Hornby. *Oxford Advanced Learners Dictionary* (New York: Oxford University Press, 2000),p.234.
[34]Victoria Neufeltd, *Op.Cit*, p. 286.
[35] *Loc.Cit*
[36] Richard I. Arends, *Learning to Teach Buku Dua* (Yogyakarta: Pustaka Pelajar, 2008), p. 259.

There are time for thinking, time for sharing with partner, and time for each pair to share back to a larger group. Teacher gives the lesson with conventional, gives the problem to student and student work cooperative learning with pair (think-pair), group presentation (share), quiz individually, makes the improving every student, informs the result and give the reward.[37] This technique does not only give the students an opportunity to work individually, but also works in group with other students. The excellent point from his technique is TPS technique also builds each student's potential. By conventional technique which usually one student's show then share it to other students, this TPS technique gives a students show of their participation to other students.

b.   Steps of Think-Pair-Share Technique

Students think through questions using three distinct steps:

Step I: Thinking

"The teacher poses is a question or an issue associated with the speaking lesson asks students to spend a minute thinking alone about the answer or the issue. Students need to be taught that talking is not past of thinking time."[38]

Step II: Pairing

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[37]Ngalimun, *Strategi dan Model Pembelajaran*, (Banjarmasin: Aswaja Pressindo,2012),p.169
[38] Istarani, *58 Model Pembelajaran Inovatif*, (Medan:Media Persada,2011),p.67

Next, the teacher asks students to pair off and discuss what they have been thinking about. Interaction during this period can be sharing answers if a question has been posed or sharing ideas if a specific issue was identified. Usually teacher allow no more than four or five minutes for pairing.[39]

Step III: Sharing

In the final step, the teacher asks the pairs to share with the whole class what they have been thinking about. It is effective to simply go around the room from pair to pair and continue until about a fourth or a half the pairs have had a chance to report.[40] This technique does not only give the students an opportunity to work individually, but also work in group with other students. The excellent point from this technique is TPS technique also builds each student's potential. By conventional technique which usually one student's show then share it to other students, this TPS technique gives students a chance which is eight times more to be known, and slow their participation to other students.

c. The Purpose of Think-Pair-Share Technique

There are 7 (seven) purposes in applying Think-Pair-Share technique in the learning process. [41]

1) Providing "think time" increases quality of student responses.

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[39] *Ibid.*,p.67

[40] Richard I Arends, *Learning to Teach Fifth Edition*, (New York: Mc Graw Hill,2008),p.325

[41] *Ibid.,*

2) Students become actively involved in thinking about the concepts presented in the lesson.

3) Research tells us that we need time to mentally "chew over" new ideas in order to store them in memory. When teachers present too much information all at once, much of that information is lost. If we give students time to "think-pair-share" throughout the lesson, more of the critical information is retained.

4) When students talk over new ideas, they are forced to make sense of those new ideas in terms of their prior knowledge. Their misunderstandings about the topic are often revealed (and resolved) during this discussion stage.

5) Students are more willing to participate since they don't feel the peer pressure involved in responding in front of the whole class.

6) Think-Pair-Share is easy to use on the spur of the moment.

7) Easy to use in large classes.

So, applying Think-Pair-Share technique can make students more response about the lesson, and the other hand students become actively, critical information from the text, more willing to participate and easy to communicate in speaking.

d. The Applications of Think-Pair-Share Technique in The Classroom

The applications of Think-Pair-Share in the classroom are: [42]

1) Teacher conveys core of the lesson and competence will be reached.

2) Ask the students to THINK about the lesson or problem that the teacher has conveyed.

3) Ask the students PAIR with her friend (2 person in a group) and explain the result of thinking.

4) Teacher manages the result of discuss, each group presented the result of discuss.

5) Teacher adds the lesson and explains the core topic.

6) Teacher gives the conclusion

7) Closing

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[42] Istarani, *Op.Cit*,p.67

In a simple term, TPS technique is described as follows:

a) Think - time for thinking individually

b) Pair – time for sharing with a partner

c) Share – time for each pair to share back to a larger group.

e. The Advantages of Think- Pair- Share Technique

Think-Pair-Share used whether the teacher want the student

understand about the core lesson, the advantages this technique are: [43]

1) The aim of the lesson clearly because in the first time teacher explain the lesson will be studied.
2) Make the condition happier because student make group by group with heterogeneous. So, the student not bored get friend in the lesson.
3) Lesson has the aim because teacher at the first time convey the lesson before began task group.
4) Can improve cooperative student between student, because in lesson give discuss in a group.
5) Quiz technique will improve the student sprite for answer the question.
6) To know the student's ability in understand the lesson, because teacher gives the question to all student, and before teacher take the conclusion the teacher do the evaluation.

f. The Disadvantage Think-Pair-Share Technique

The disadvantages Think-Pair-Share technique are: [44]

1) Teacher is not easy to determine heterogeneous group.
2) Because group heterogeneous, there are mismatching between student in a group.
3) In discussion only a part student do it and the other not do it.
4) In evaluation the student are cheating.

B. Review of Related Findings

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[43] Istarani,*ibid.*,p.20-21

[44] Istarani, *ibid*.,p.21

This research is not as beginner in this title but there is the researcher had researched before which relevant with title below:

Rezki Juli Hartati[45] in her thesis: *Improving Student's Speaking Skill by Using Role Play At Grade XI SMA Negeri I Angkola Timur*. She found that the result indicated that there was an improvement on the students' speaking skill through role play. It consisted of two cycles. Each cycle consisted of two meeting. There was first meeting until two meeting concluded cycle 1 and third meeting until fourth meeting concluded cycle 2. So, the total meeting was five meetings, because the researcher made pretest before.

Richa Umrina.[46] In her thesis: *Improving the Student's Speaking Skill trough Debate at SMAN1 Padangsidimpuan*. The result of the research was using debate method is better than discussion method in speaking skill. The correlation with this research is to know if there is the significance effect of debate technique to improve speaking skill. Ade Yusrina[47] in her thesis: The Effect of Think-Pair- Share Technique on Student's Reading Comprehension In Analytical Exposition Text At Grade XI of SMA Negeri 2 Padangsidimpuan.

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[45]Rizki Juli Hartati. *Improving Student's Speaking Skill By Using Role Play At Grade XI SMA Negeri I Angkola Timur(*unpublished thesis), (STAIN Padangsidimpuan,2013)

[46]Rica Umrina, *Improving Students' Speaking Skill through Debate at SMAN Padangsidimpuan* (unpublised thesis), (STAIN Padangsidimpuan, 2011)

[47] Ade Yusrina, *The Effect of Think-Pair- Share Technique on Student's Reading Comprehension In Analytical Exposition Text At Grade XI of SMA Negeri 2 Padangsidimpuan,* (unpublished thesis), (STAIN Padangsdimpuan,2012)

The result found that using Think- Pair- Share technique had better comprehension than without using Think-Pair-Share technique.

C. The Conceptual Framework

Speaking is the ability of someone to pronunce the sounds of the articulation or words to express, to say to deliver the ide, feeling or sense. By using Think Pair Share we will increase student's speaking ability.

Think-Pair-Share is a cooperative learning technique that includes three components. There are time for thinking, time for sharing with partner, and time for each pair to share back to a larger group. Teacher give the lesson with conventional, give the problem to student and student work cooperative learning with pair (think-pair), group presentation (share), quiz individually, make the improving every student, inform the result and give the reward.

Teaching speaking in junior high school can be fun with many techniques. In teaching speaking can be fun with Think- Pair -Share more than just conversation.

Based on the above, conceptual frame work can be seen from the figure below:

Students' felt boring in studying speaking by making simple advertisement.

By using Think-Pair-Share

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┌─────────────────┐        ┌─────────────────┐
│ The   ability of│───────▶│ Increase      of│
│ students' low   │        │ students' speaking│
│                 │        │ ability         │
└─────────────────┘        └─────────────────┘
┌─────────────────┐        ┌─────────────────┐
│ They   need another│     │ The technique is Think-│
│ technique       │───────▶│ Pair-Share.     │
└─────────────────┘        └─────────────────┘
```
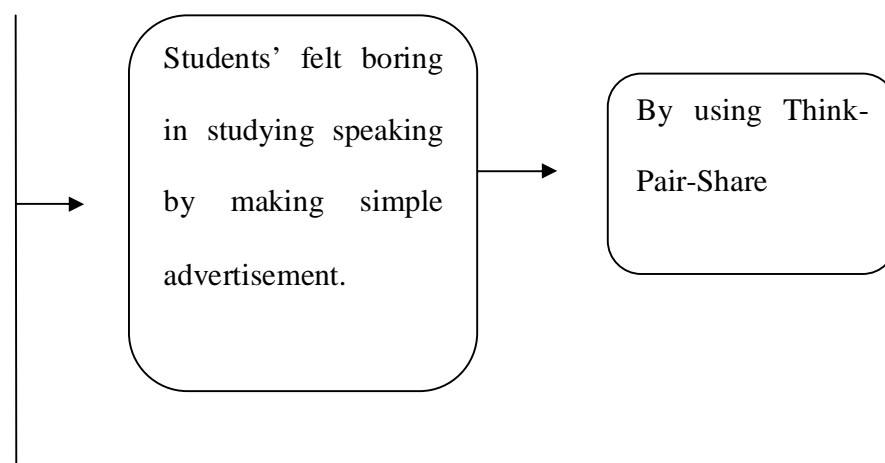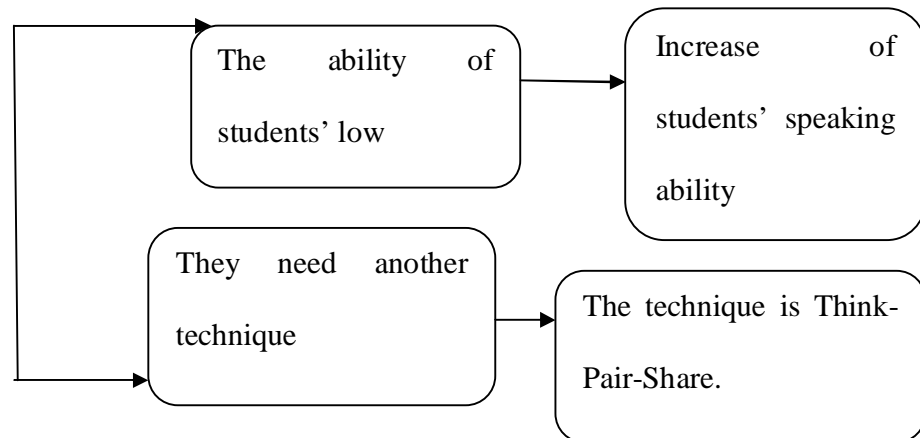
Figure :1

Based on the figure above, the students' problems in this research are; students felt boring in studying speaking by making simple advertisement, the ability of student's in speaking is low and the need another technique. It can be seen from preliminary study show some of the students cannot communicate even in simple utterance. It can be improve   by using Think-Pair-Share to become easy to communicate.

D. Hypothesis

In this research researcher had formulated hypothesis that by using think-pair-share (TPS) to improve students' speaking ability at grade VIII MTsN 2 Padangsidimpuan in Academic Year 2014.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Methodology

1. The Place and Time of the Research

The research conducted at MTsN 2 Padangsidimpuan that is located on Jln. HT. Rizal Nurdin, km 5.5 Padangsidimpuan. This research was beginning on 01 December 2013 until 02 June 2014.

This time determination refers to the educational calendar of Padangsidimpuan. The research actions are accomplished in the classroom only a half of semester to be sufficient for research completion that needs an effective learning as usually in the classroom.

2. The Research Design

"Classroom action research is something that many language teachers seems to have heard about, but often they have only a hazy idea f what it actually is and what doing involve."[1]

"Action research is a type of practitioner research that is used to improve the practitioner's practice, action implies doing or changing something. Practitioner research means that the research is done by practitioners about their own practice. It is a process in which individual or several teachers collect evidence and make decision about their own

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[1] Anne Burns, *Doing Action Research In English Language Teaching*, (Sydney: Macquarie University,2009),p.1

knowledge, performance, beliefs and effects in order to understand and improve them".[2]

So, it can be concluded that classroom action research that is known by CAR is done to improve aspect of teaching or to decide appropriates of certain activities or procedures or it is undertaken in a class or school setting and absolutely done by practitioners. Accordingly, this research is conducted which is used to improve the teacher's practice in the classroom for teaching speaking ability, teaching applies think-pair-share (TPS) or changing students' prior speaking ability at low competence to the better competence by its criteria.

"Action research is any systematic inquiry conducted by teacher researchers, principles, school counselors, or other stakeholders in the teaching learning environment to gather information about the ways that their particular schools operated how they thought, and how well their students learnt. "[3]

Classroom action research concerned to four steps; planning, action, observation, and reflection. Planning means the reflection of the action had done. Action means implementation about the content of action in the classroom. The action and the observation cannot be separated each other,

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[2]L.R. Gay and Peter Airasian, *Educational Research: Competencies for Analysis and Application* (New Jersey: Prentice Hall, 2000), p.593.
[3]Geoffrey E. Mills. *Action Research a guide for the Teacher Researcher*, (New Jersey: Prentice Hall, 2000), p. 6.

because the teacher must do the return observation while writing what was being done. Reflection was to propose what have done.

This action research followed the model that is developed by Kemis and Robin. It was a famous representation of the action research "spiral" that contained four stages; planning, acting, observing and reflecting. The model is described in the following figure:
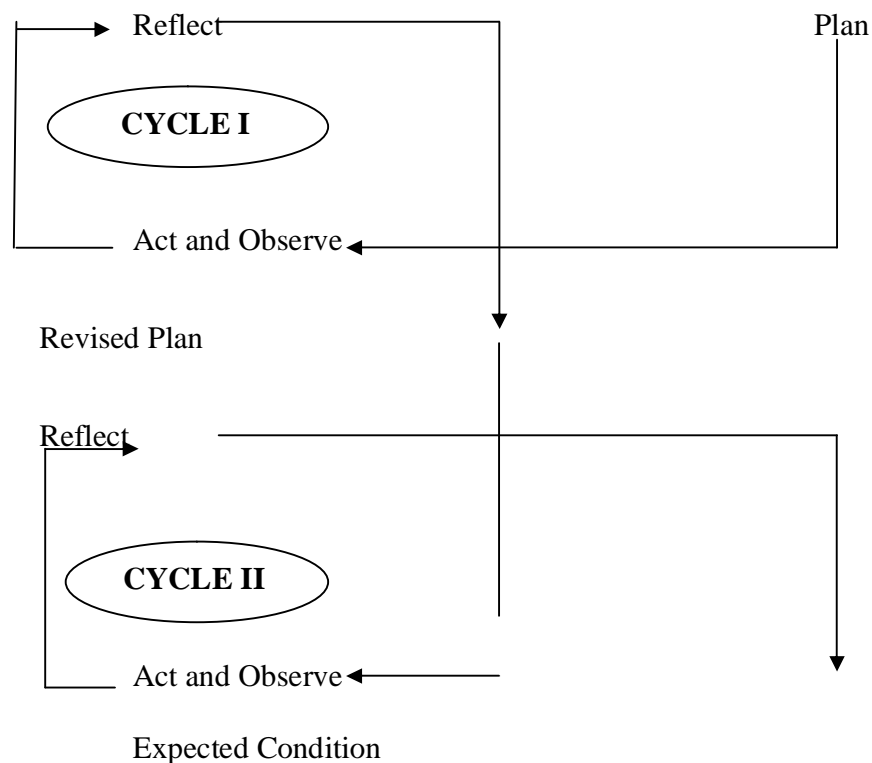
Figure: 2 Action Research Spiral by Kemmis[4]

3. The Participants

The participants are the students at Grade VIII MTsN 2 Padangsidimpuan in academic year 2013/ 2014 where totally 39 students.

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[4] Anne Burns, *Op.cit.,* p. 9.

Researcher chooses it because the researcher found the problems of speaking ability in this class. Another participant is an English teacher of MTsN 2 Padangsidimpuan. The researcher observes the execution while the teacher is doing an action in this class. Then, teacher also helps the researcher analyzed the data from the observation and makes plans for each cycle.

4. **The Instrumentations**

There are three instrumentations in the research. They are:

a. Test: researcher used speaking test, which is give the question and then give the time to think-pair- and share. Brown defined test" a method of measuring a person's ability; knowledge or performance in a given domain."[5] Test in speaking is rubric speaking. "Oral presentation based on weir is expected to have candidate giving a short talk which he has either been asked to prepare beforehand or has been informed of shortly before the test."[6] Because the test was orally, researcher observed speaking in five criteria. The indicators of test there are; accent, grammar, vocabulary, fluency and comprehension.

b. Observation: researcher used observation type field notes. Gay and Airasian pointed out field notes "are the observer's record of what s/he will have been seen, heard, experienced, and thought about

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[5] H. Douglas Brown, *Language Assessment, Principles and Classroom Practice*, *Op.Cit,* p. 3.
[6] Cyril J. Weir, *Communicative Language Testing*, (UK: Prentice Hall, 1990), p. 75.

during an observation session."[7] To describe the result improving student's speaking ability by using think-pair-share.

What making field notes, a simple protocol for observation included these topics as Gay and Airasian suggested.[8]

1) Who was being observed? How many people were involved, who they are, and what individual roles and mannerisms are evident?
2) What is going on? What is the nature of conversation? What are people seated, and where? How do the participants interact with each other?
3) What is the status or rules of people: who lead, who follow, who is decisive, and who is not? What is the tone of the session? What beliefs, attitudes, values, etc. seem to emerge?
4) How did the meeting end? Was the group divided, united, upset, bored, or relieved?
5) What activities or intersections seemed unusual or significant?
6) What was the researcher doing during the session?

These questions had guided researcher to collect the required data from the field. In the process of observing, writing, reflecting on field notes, qualitative researcher engaged in a process of evolving data analysis.

c. Interview: the researcher used the interview to know the condition of the students. Hornby stated that interview "is to talk somebody and asked them questions at a formal meeting to find out if they are

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[7] Mary Louse Holly, et all, *Action Research For Teachers: Travelling the Yellow Brick Road*, (New Jersey: Pearson Merril Prentice Hall, 2005), p. 144.

[8] L.R.Gay&Airasian, *Op. cit*., p. 213-214

suitable for job or study."[9] To find out think-pair-share suitable for speaking ability.

5. **The Procedures for Classroom Action Research**

This action research followed the model that is developed by Kemis and Robin. It was a famous representation of the action research "spiral" that contained four stages; planning, acting, observing and reflecting. The model is described in the following figure:

Reflect   Plan

CYCLE I

Act and Observe

Revised Plan

Reflect

CYCLE II

Act and Observe

Expected Condition
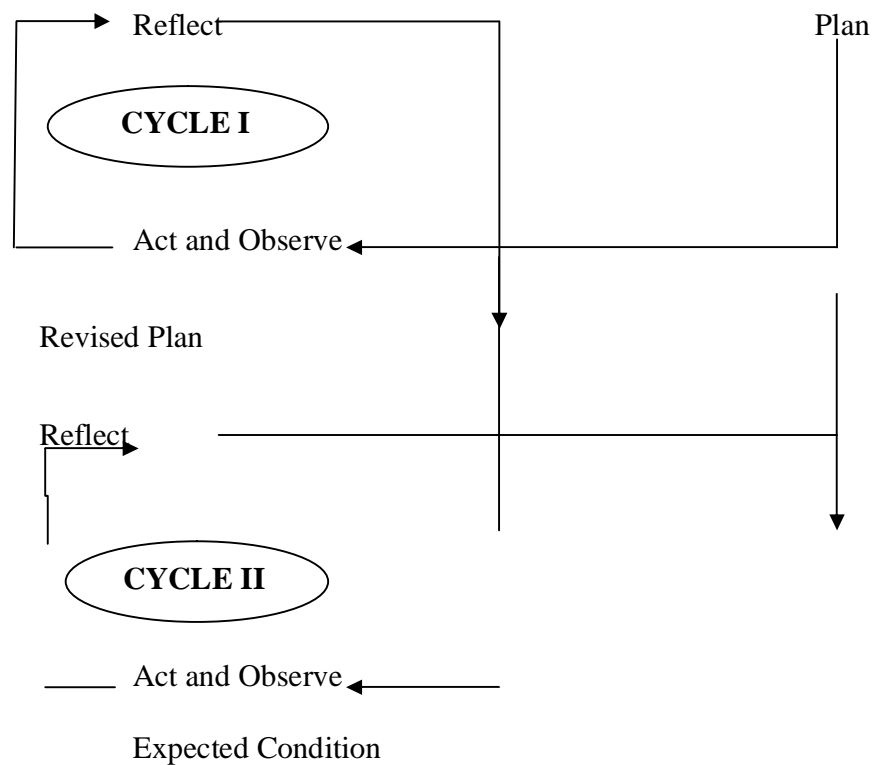
Figure 3: Action Research Spiral[10]

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[9] Hornby, *Ibid*, p. 788.

[10]Ortrun Zuber-Skerrit. *New Direction in Action Research*, (London: The Falmer Press, 1996), p. 14.

In this research, the researcher will apply two cycles. Each cycle consists of two meetings. Each meeting consists of 90 minutes. So, there are four meetings during research process. Each cycle consists of four steps; planning, acting, observing, and reflecting.

CYCLE 1**:** in the cycle 1 consist of two meeting, the research procedures are:

<div align="center">First meeting</div>

a. Planning

    1) Arranging the lesson plan

    2) Determining the lesson material is about speaking ability, which is about communication practice that is grammar practice (used will).

    3) Designing a procedure teaching speaking by using think-pair-share technique.

    4) Preparing the test first meeting .

    5) Preparing instruments to be used by students.

    6) Preparing instruments for teacher and observers' observation.

b. Action

    1) Arranging seat formation.

    2) Telling the purposes of learning.

    3) Giving the topic for the students.

    4) Introducing the procedures of think-pair-share activity.

5) Giving students function to be acted.

6) Tasking students to execute the activity to test the students' speaking ability.

7) Discussing together the think-pair-share.

8) Encouraging and concluding learning

9) Observing the classroom.

c. Observation

1) Observing the execution of the think- pair- share technique.

2) Observing the students' speaking ability.

3) Evaluating students' by taking the score of students' speaking ability based on think-pair-share.

d. Reflection
1) Discussing with co-teacher about the action

2) Making any decision for the next meeting

3) Developing another environment to think- pair- share

4) Analyzing the found data

5) Clarifying the found problems in the activity whether in the case of students or teacher.

Second meeting

a. Planning

1) Arranging the lesson plan

2) Determining the lesson material is about speaking ability, which is about communication practice that is developing skills (explanation the activity).

3) Designing a procedure teaching speaking by using think-pair-share technique.

4) Preparing the test second meeting .

5) Preparing instruments to be used by students.

6) Preparing instruments for teacher and observers' observation.

b. Action

1) Arranging seat formation.

2) Telling the purposes of learning.

3) Giving the topic for the students.

4) Re- explain the procedures of think-pair-share activity.

5) Giving students function to be acted.

6) Tasking students to execute the activity to test the students' speaking ability.

7) Discussing together the think-pair-share.

8) Encouraging and concluding learning

9) Observing the classroom.

c. Observation

1) Observing the execution of the think- pair- share technique.

2) Observing the students' speaking ability.

3) Evaluating students' by taking the score of students' speaking ability based on think-pair-share.

d. Reflection
   1) Discussing with co-teacher about the action

   2) Making any decision for the next meeting

   3) Developing another environment to think-pair-share

   4) Analyzing the found data

   5) Clarifying the found problems in the activity whether in the case of students or teacher.

   CYCLE 2**:** in the cycle 2 consist of two meeting, the research procedures are:

Third meeting

a. Planning: researcher will arrange the lesson plan based on the reflection in the cycle1. Those are :

   1) Arranging lesson plan.

   2) Determining the lesson material is about communication practice that is pronunciation (how to articulate letter of r and all alphabet except letter of h).

   3) Designing procedures of teaching.

   4) Preparing the instrument for students, teacher and observer.

b. Action**:** researcher will apply think-pair-share technique based on the lesson plan that is the result of reflection in cycle 2.

1) Eliminating found problems in cycle 1 by motivating, encouraging, controlling and managing the class.

2) Rearranging the classroom arrangement.

3) Changing the new scenario.

4) Explaining that the students; students' speaking ability must be better than cycle 1.

5) Celebrating the achievement together.

6) Helping students to keep their speaking ability that just are gotten.

c. Observation**:** both teacher and observer will observe students' speaking ability and activity of the learning by using think-pair-share technique.

1) Observing the procedure that had been arranged whether worked.

2) Observing students' speaking ability is that better than before or not.

3) Observing students' speaking ability by using the instrument.

d. Reflection

1) Discussing with co-teacher about the action

2) Making any decision for the next meeting

3) Developing another environment to think-pair-share

4) Analyzing the found data

5) Clarifying the found problems in the activity whether in the case of students or teacher.

Fourth meeting

a. Planning: researcher will arrange the lesson plan based on the reflection in the cycle1. Those are :

5) Arranging lesson plan.

6) Determining the lesson material is about communication practice that is unit partner test (responsive, transactional and interpersonal)

7) Designing procedures of teaching.

8) Preparing the instrument for students, teacher and observer.

b. Action: researcher will apply think-pair-share technique based on the lesson plan that is the result of reflection in cycle 2.

1) Eliminating found problems in cycle 1 by motivating, encouraging, controlling and managing the class.

2) Rearranging the classroom arrangement.

3) Changing the new scenario.

4) Explaining that the students; students' speaking ability must be better than cycle 1.

5) Celebrating the achievement together.

6) Helping students to keep their speaking ability that just are gotten.

c. Observation: both teacher and observer will observe students' speaking ability and activity of the learning by using think-pair-share technique.

1) Observing the procedure that had been arranged whether worked.

2) Observing students' speaking ability is that better than before or not.

3)   Observing students' speaking ability by using the instrument.

Reflection: Research reflects the all cycles and analyzes to have conclusion of the using think-pair-share technique in improving students' speaking ability in English learning.

6. Techniques of Data Collection

In collecting data, the writer as the key instrument also used speaking test. Test is a method of measuring a person's ability, knowledge, or performance in a given domain. A test is a first method. It is an instrument set of techniques, procedures, or items-that requires performance on the part of the test-taker. Second, a test must measure. Some tests measure general ability while others focus on very specific competencies or objectives. Finally a test measures a given domain. In this case of a proficiency test, even though the actual performance on the test involves only a sampling of skills that domain is overall proficiency in a language-general competence in all skill of a language.[11]

The kind of speaking test was oral presentation. "The students are expected to give a short talk on topic which he has either been asked to prepare beforehand or has been informed of shortly before the test."[12]   It means the students have asked to prepare the topic before they present about

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[11]H. Douglas Brown. *Language Assessment Principle and Classroom Practice* (San Francisco: Longman, 2004) p. 3.
       [12]Cyril J. Weir. *Communicative Language Testing* (UK: Prentice Hall, 1998) p. 75.

it. This is different from "Spoken Essay" describe above in so far as the students are allowed to prepare for the task. To know students' speaking ability improved, there were some criterions that must be considered.

7. **The Techniques of Data Analysis**

In analyzing the data, the writer used quantitative and qualitative data. Qualitative data is used to describe the situation during the teaching process. The process of data analysis involves making sense out of text and image data. It involves preparing the data analysis conducting different analysis, moving deeper into understanding the data, representing the data, and making an interpretation of the larger meaning of the data.[13] The qualitative data is analyzed from observation sheet.

Quantitative data is used to analyze the score of students. The quantitative data is collected and analyzed by computing the score of speaking test. To know the means of students' score for each cycle, the writer will apply the following formula:

$$\vec{x} = \frac{\sum \vec{x}}{N} \times 100\%$$

Where:

$\vec{x}$: The mean of the students

$\sum \vec{x}$: The total score

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[13]*Ibid*.,p. 190.

N   : the number of the students

The percentage of students' improvement in speaking ability l was analyzed by the following formula:

$$P = \frac{x}{y} \times 100\%$$

Where: P   : percentage

X   : mean score

Y   : ideal mean score

Finally, researcher will summarize qualitative data by six steps as suggested Creswell as in the following:[14]

> Steps 1: organizing and preparing the data for analysis. This involved transcribing observation, scanning material, typing up field notes, or sorting and arranging the data into different type depending on the source of information.
> Steps 2: reading all the data. This is done by obtaining a general sense of the information, and reflecting on its overall meaning.
> Step 3: beginning detail analysis with a coding process it was organizing material into "chunks" before bringing meaning to those chunks. It involved taking text data into categories, and labeling those with a term (a term based in the actual language of the participant).
> Step 4: using the coding process to generate a description of the setting or people as well as categories or analysis. Description involved a detailed rendering of information about the notes. Then, researcher used this to generate themes or categories. Beyond identifying the themes during the coding, researcher built additional layers of complex analysis.
> Step 5: advancing how the description and themes are represented in the qualitative narrative. This is discussion that mentions a chronology of events, the detailed discussion of several themes or inter-connecting themes. Researcher used visuals or figure to convey descriptive information about participants in a table.

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[14]John W. Creswell, *Research Design: Qualitative, Qualitative, and Mixed Methods Approaches*, (USA: Sage Pubkication, 2003), p. 190.

Step 6: making interpretation or meaning of the data. It was researcher's personal interpretation, meaning derived from a comparison of the findings with information gleaned from the literature.

8. Checking of the Data Trustworthiness

Trustworthiness in qualitative research is very important because checking to the trustworthiness of the data is used to contradicted the assumption of qualitative research is not scientific. To reduce the bias of the data and to improve the data collected, Gay suggested several strategies:[15]

a. Extend the study by staying in the field for a longer period to obtain additional data that can be compared to earlier data or to compare participant's consistency of responses.

b. Include additional participants to broaden the representativeness of the study and thus the database.

c. Make a concerted effort to obtain participant trust and comfort, thus providing more detailed, honest information from participants.

d. Try to recognize one's own biases and preferences and be honest with oneself in seeking them out.

e. Work with another researcher and independently gather and compare data collected from subgroups of the participants.

f. Allow participants to review and critique field notes or tape recordings for accuracy and meaning, but only at the end of the entire data collection period. Doing this in the middle of data collection may influence participants responses or actions in subsequent data collections. Note that the comments and reactions of participants at the end of the study provide additional data for the researcher.

g. Use verbatim accounts of observations or interviews by collecting and recording data with tape recordings or detailed field notes, including quotes.

h. Record in a journal one's own reflections, concerns, and uncertainties during the study and refer to them when examining the data collected.

i. Examine unusual or contradictory results for explanations; ignoring such "outliers" may represent a bias in the researcher's perspective toward the more "conventional" data collected.

j. Triangulate by using different data sources to confirm one another, as when an interview, related documents, and recollections of other participants produce the same descriptions of an event, or when a participant responds

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[15]L.R. Gay and Peter Airasian.,Op.Cit,p.224-225

similarly to a personal question asked on three different occasions. Examining documents are 'unobtrusive' measures that are not affected by the presence of the researcher. Participant absenteeism records, for example, might be one unobtrusive measure of stress that could be compared to the participant's interview comments on stress. It is not likely that data derived from different sources will all be biased in the same way.

In reality, it is virtually impossible to obtain totally unbiased and perfectly valid data in a qualitative research study. The same can be said for quantitative researcher studies. However, the evolving design of the study, the volume and nature of the data collected, and the personal interpretive role the researcher takes I qualitative research make bias and invalid data serious concerns. Interpretation is desired and expected of qualitative research, and efforts to change this would defeat the purpose of such research. I choose one of the trustworthiness is triangulate. Nonetheless, attention to is bias and issues of bias and validity are important for maintaining the integrity of qualitative research.

CHAPTER IV

FINDING AND DISCUSSION

A. Finding and Discussion

1. The Data Description

The research data are presented in the case of improvement of students' speaking ability and influencing factors of students' speaking ability in cycle 1 and cycle 2. Below are the descriptions:

a. Cycle 1

1) Improvement Students' Speaking Ability

The first meeting was done by introduction to the students and the research importance. The researcher did free oral interview to get prior score of students' speaking ability.

Researcher invited students to have a speaking practice by asking them day was yesterday. Some students had dominated speaking between their classmates. So, researcher motivated other students to take conversation but some of them were reluctant to speak even though there were students responded by using simple utterances.

They also found other students came pleasantly in front of researcher with smiling and offering researcher to ask them who had nice conversation despite having problem in building up sentences. The students' score in the first meeting is presented in Appendix.

a) Students' Learning Process

The first Think-Pair-Share was available for them whether for real-life. When the teacher came, students stayed on their own chair calmly. The teacher began the learning with opening and continuously introduced the planned Think-Pair-Share. Teacher explained the purpose of the Think-Pair-Share was to improve their speaking ability.

After giving explanation about the importance of the research researcher divided class into 19 groups. In a class of 38 students, create two for each group. Then the teacher explained how to do Think-Pair-Share. The teacher gave the topic for students. The topic was "Grammar Practice Used Will".

In this cycle the students' speaking ability kept improving started, although most of them still low in accent, grammar, vocabulary, fluency and comprehension.

Think-Pair-Share was done with calm in the classroom. The teacher was not tired to manage them. The students were in manageable.

Students' speaking ability in Think-Pair-Share was found having problems in grammar practice used will, pronunciation, fluency, and comprehension.

The teacher discussed about their problem in Think-Pair-Share. Students seemed wanted to express some trouble, so teacher pleased

them to say what their obstacle in Think-Pair-Share. They answered fully dissatisfaction because of having un-compatible partner. Thus, teacher explained all students to keep on their own speaking interaction even their respondent not wish. The explanation seemed make them understood. Teacher promised to design the next Think-Pair-Share with their speaking ability level to make a connection between speakers.

b) **Student's Speaking Ability Scores in Cycle 1**

Learning in the first cycle based on the planning, thus in was the found the improvement of students' speaking ability and the influencing factors of the students' speaking ability. The result of the students' speaking ability improvement is presented in the following table.

Table 1. Students' speaking ability improvement in cycle 1

No	Criteria	Total Score	Mean score
1	Accent	74	1.94
2	Grammar	88	2.32
3	Vocabulary	87	2.28
4	Fluency	76	2.0
5	Comprehension	104	2.73

According to students' scores, there had been found mean score 45.2 of 25x4=100 as the ideal mean score. NA was as the lowest in accent, grammar, fluency, vocabulary and comprehension.

Table 2. Students' Speaking Ability in Cycle 1

Students' Speaking Ability Score in Cycle 1

No	Name	Speaking Score					Total
		Accent	Grammar	Vocabulary	Fluency	Comprehension	
1	AR	2	1	2	2	2	9x4= 36
2	AH	2	2	3	3	1	11x4= 44
3	AS	2	3	3	3	2	13x4= 52
4	AU	2	2	3	3	2	12x4= 48
5	AA	1	4	3	3	2	13x4=52
6	DW	2	2	3	2	2	11x4= 44
7	DR	2	2	2	2	3	11x4=44
8	ES	2	2	2	2	3	11x4=44
9	FA	1	2	2	2	3	10x4=44
10	HS	1	2	2	2	4	12x4=48
11	HD	2	2	1	1	4	10x4=40
12	IK	2	3	2	1	2	10x4=40
13	IS	2	3	2	1	4	12x4=48
14	JL	1	2	2	1	3	9x4=36
15	KL	2	3	1	2	4	12x4=48
16	MK	2	2	2	2	4	12x4=48
17	MR	2	2	2	2	4	12x4=48
18	MS	2	2	2	2	2	10x4=40
19	NA	2	1	3	2	2	10x4=40
20	NA	2	3	3	2	2	12x4=48
21	NA	2	3	4	1	1	11x4=44
22	NH	2	2	4	1	2	11x4=44
23	NA	1	1	2	1	2	7x4=28
24	RY	3	2	2	1	3	11x4=44
25	RM	2	2	1	1	2	8x4=32
26	RA	2	4	1	1	3	11x4=44
27	RM	1	2	1	4	3	11x4=44
28	ST	2	3	3	2	3	13x4=52
29	ST	2	3	4	2	3	14x4=56
30	SD	2	3	4	2	3	14x4=56
31	SH	2	4	2	3	4	15x4=60
32	TI	3	4	2	3	4	16x4=64
33	UN	3	3	2	4	2	14x4=56
34	WA	3	3	2	2	4	14x4=56
35	WI	2	2	2	2	1	9x4=36
36	AK	1	1	2	2	4	11x4=44
37	SF	3	3	2	2	2	11x4=44
38	AF	2	1	2	2	3	10x4=40
	Total	74	88	87	76	104	1716/38

			45.2

2) Influencing Factors of Students' Speaking Ability

Based on observation, teacher had found influencing factors of students' speaking ability in the cycle 1. The beneficial influences were teacher, student, and environment. Teacher had good influence on performance of speaking ability to understand students with comprehensible input of Think-Pair-Share technique in time for thinking, time for thinking and time for sharing. Students influenced their speaking ability themselves. Peer applause made students were motivated to come forward for execution at the same time building up confidence to have speaking.

Table below shows those factors as explained in the following based on the researcher and co-teachers' observation. There are various influencing factors which were happened within Think-Pair-Share. These extend through teachers, students, classroom environment.

Table 3. Influencing Factors of Students Speaking Ability Cycle 1:

Categories	Cycle 1	Influence
STUDENTS	• Self confidence • Pairing • Doubtful	▪ Motivate them to have self confidence. ▪ Do not pairing them opposite sex next cycle

		■ True or false are correct by teacher.
TEACHER	• Teacher movement	■ Asking clarity interaction purpose
ENVIRONMENT	• Blackboard • Pairing with seat of friend • Absence checking	■ The blackboard was buckle up. ■ Making noisy ■ Making them hurry to get out from the class.

Based on interview, students who had problem and difficulties in speaking had informed the following considerations. They had distinctive problem to be solved.

a) Students' were low in accent because of mother tongue

b) Students' were low in grammar because they were confusing even they were learning mostly about grammar.

c) Students' were low in vocabulary because they were seldom memorizing vocabulary.

d) Students' were low in fluency because they were doubt to talk.

e) Students' were low in comprehension because they were often to encore.

✓ *Accent of students' speaking ability was bad. The students' mean score was 1.94*.

- **Firstly**, Accent problem had not been understandable pronunciation frequently unintelligible because AR used Javanese and he never learnt English before in MTsN2 Padangsidimpuan.

- **Secondly**, Accent problem had not been understandable frequent gross errors and a very heavy accent make understanding difficult because AH doubted to pronunciate and was afraid that's wrong.

- **Thirdly**, accent problem had not been understandable Foreign accent requires concentrated listening and mispronunciation lead to occasional misunderstanding and apparent errors in grammar or vocabulary because RY pronunciated quickly and he didn't have high confidence.

- **As a last**, accent problem had not been understandable marked "Foreign Accent" and occasional mispronunciation, which do not interfere with understanding because HD learnt how to pronunciate the entire letter and make him almost good accent. It was observed by their rhythm, intonation and pronunciation un-usual word made sounds were not good. Students' sound not audible which helped their receiver understands carefully.

- **First problem**, teacher gives the solution is to order him learnt English in their home and takes a course outside of the school.

- **Second problem**, teacher gives the solution is teaching him how to lose their doubt and afraid to talking in front of the class.

- **Third problem**, teacher gives the solution is motivating him to get high confidence with order them to speech, entertain in English, talking in English in front of class to making him have high confidence.

- **As a last problem**, teacher gives the solution is motivating him to learn English about how to pronunciate English well.

- **The conclusion** of the explanation above teacher improves their accent for getting best accent.

✓ *Grammatical of students' speaking ability was bad. The students' mean score was 2.31.*

- **Firstly**, grammar problem had not understandable of grammar almost entirely inaccurate phrases because NA had never studied grammar in elementary school and had never listened teacher when taught grammar.

- **Secondly**, grammar problem had not understandable of constant error showing of very few major patterns and frequently preventing communication because DW was afraid of pattern wrong.

- **Thirdly,** grammar problem had not understandable of frequent errors showing some major patterns uncontrolled and causing occasional

irritation and misunderstanding because IS focused on patterns until forgot all.

- **As the last**, grammar problem had not understandable of occasional errors showing imperfect control of some patterns but not weakness that causes misunderstanding because RA forgot patterns sometime.

- **The solution for the first problem** is order her to takes course about grammar outside of school.

- **The solution for the second problem** is order them to write and memorize the pattern of tenses.

- **The solution for the third problem** is motivating her to control the patterns and enjoy learning grammar.

- **The solution for the last problem** is to repeat the pattern every meeting.

- **The conclusion for the explanation above** teacher improves their grammar to make them understandable in grammar.

✓ *Vocabulary of students' speaking ability was bad. The students' mean score was 2.28.*
    - **Firstly**, vocabulary problem had not understandable of vocabulary inadequate for even the simplest conversation because HD confused to memorize vocabulary.

- **Secondly**, vocabulary problem had not understandable of vocabulary limited to basic personal and survival areas because FA was difficult to pronunciated.

- **Thirdly**, vocabulary problem had not understandable of choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics because NA forgot to pronunciate vocabulary until make him doubtful.

- **As the last**, vocabulary had not understandable of professional vocabulary adequate to discuss interest; general vocabulary permits discussion on any non-technical subjects with some circumlocution because SD confused about many vocabularies had some pronunciated but different meaning.

- **The solution for the first problem** is motivating her to memorize vocabulary with enjoys.

- **The solution for the second problem** is teaching her how to make easy learning about vocabulary and memorize vocabulary in every meeting.

- **The solution for the third problem** is repeat vocabulary last meeting to prevent for forget.

- **The solution for the last problem** is teaches her the different pronunciation and meaning.

- **The conclusion about the explanation** above teacher improves their vocabulary with giving many vocabularies for them in every meeting.

✓ *Fluency of students speaking ability was bad. The students' mean score was 2.0*.

  - **Firstly**, fluency problem had not understandable of speech is no halting and fragmentary that conversation is virtually impossible because NH had never exercised in their home and he studied just in their school.

  - **Secondly,** fluency problem had not understandable speech is very slow and uneven except for short or routine sentences because KL didn't have high confidence to talking in front of class.

  - **Thirdly**, fluency problem had not understandable of speech frequently hesitant and jerky: sentence may be left uncompleted because TI still taught about all sentences make her doubt in fluency.

  - **As the last,** fluency problem had not understandable of speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words because RM still influenced by Bataknese her tradition language.

  - **The solution for the first problem** is ordering her to exercise in her home.

  - **The solution for the second problem** is motivating him to improve his fluency.

- **The solution for the third problem** is preventing of doubtful.

- **The solution for the last problem** is teacher motivates them to lose their tradition language and makes them more understandable in fluency.

- **The conclusion about explanation** above teacher improves their fluency better.

✓ *Comprehension of student speaking ability was bad. Students' mean score was 2.73.*

- **Firstly**, comprehension problem had not understandable of understands too little for the simplest types of conversation because AH didn't know the meaning of conversation and he was difficult to understand English.

- **Secondly**, comprehension problem ha not understandable of understand only slow, very simple speech or common social and tourist topics; requires constant repetition and rephrasing because KL was difficult to follow English.

- **Thirdly,** comprehension problem had not understandable of understand careful, somewhat simplified speech directed to him or her, but requires occasional repetition and rephrasing because DR needed repetition five more to understand it.

- **As the last**, comprehension problem had not understandable of understand quite well normal educated speech directed to him or her,

but requires occasional repetition and rephrasing because HS can understand it if it has repetition more five repetition.

- **The solution for the first problem** is teacher teaches him about how to understand about the simple conversation and search the difficult vocabulary.

- **The solution for the second problem** is making her enjoyable study English. The solution for the third problem is motivating him to understandable quickly.

- **The solution for the last** is reading conversation often.

- **The conclusion above explanation** students argued their produced speaking had switched and possibly understood by teacher's explanation about used Think-Pair-Share.

Re-planning of the Think-Pair-Share in the first cycle which resolved in the second Think-Pair-Share clearly is figured in the following.

Table 4. The first cycle problems and solution

NO	PROBLEMS
1.	**a. Accent** 1) Pronunciation frequently unintelligible. • AR: Because I used Javanese in my life and I never learnt English before in MtsN2 Padangsidimpuan. 2) Frequent gross errors and a very heavy accent make understanding difficult. • AH: Because I doubted to pronunciate and I was afraid it's wrong. 3) "Foreign Accent" requires concentrated listening and mispronunciation lead to occasional misunderstanding and apparent errors in grammar or vocabulary.

	• RY: Because I pronunciated quickly because I didn't have high confidence. 4) "Foreign Accent" and occasional mispronunciation, which do not interfere with understanding. 　• HD: Because I learnt in my home how to pronunciate the entire letter and make me almost good accent. **b.**　**Summary:** The students need to improve their accent for getting best accent. **c.**　**Solutions:** The teacher improves their accent with teaching how to articulate the entire letter, word, and sentence well.
2.	**a. Grammar** 1)　Grammar almost entirely inaccurate phrases. 　• NA: Because I had never studied about grammar in elementary school and I had never listened teacher when taught grammar. 2)　Constant errors showing of very few major patterns and frequently preventing communication. 　• DW: Because I was afraid patterns wrong. 3)　Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding. 　• IS: Because I focused on patterns until I forgot all. 4)　Occasional errors showing imperfect control of some patterns but not weakness that causes misunderstanding. 　• RA: I forgot patterns sometimes **b.**　**Summary:** students need to improve their grammar, because they have reason about their problem. **c.**　**Solution**: teacher teaches them by using Think-Pair-Share technique to make them more fun.
3.	**a. Vocabulary** 1) Vocabulary inadequate for even the simplest conversation. 　• HD: Because I confused to memorize vocabulary. 2) Vocabulary limited to basic personal and survival areas. 　• FA: Because I was difficult to pronunciate. 3) Choice of words sometime inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics. 　• NA: Because I forgot to pronunciate vocabulary until make me doubtful. 4) Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion on any non technical subjects with some circumlocution. 　• SD: Because many vocabularies had some pronunciated but different meaning. **b. Summary**: students need to improve their vocabulary. **c. Solution**: teacher teaches them vocabulary with giving many vocabularies

		for them every meeting.
4.	a. **Fluency**	
	1) Speech is no halting and fragmentary that conversation is virtually impossible.	
		• NH: I had never exercised in my home and I studied just in my school.
	2) Speech is very slow and uneven except for short or routine sentences.	
		• KL: I didn't have high confidence to talking in front of class.
	3) Speech is frequently hesitant and jerky: sentence may be left uncompleted.	
		• TI: I still taught about all sentence make me doubt in fluency.
	4) Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words.	
		• RM: I still influenced by Bataknese because that my tradition language.
	b. **Summary**: students need to improve their fluency better.	
	c. **Solutions**: teacher motivates them to lose that.	
5.	a. **Comprehension**	
	1) Understands too little for the simplest types of conversation.	
		• AH: I didn't know the meaning of conversation and I was difficult to understand English.
	2) Understand only slow, very simple speech or common social and tourist topics; requires constant repetition and rephrasing.	
		• KL: I was difficult to follow English.
	3) Understood careful, somewhat simplified speech directed to him or her, with considerable repetition and rephrasing	
		• DR: because I needed repetition five more to understand it.
	4) Understood quite well normal educated speech directed to him or her, but requires occasional repetition and rephrasing.	
		• HS: I can understand it if it has repetition more five repetition
	b. **Summary**: students need to improve their comprehension.	
	c. **Solution**: teacher makes them to comprehension about it.	

a. **Cycle 2**

1) Improvement Students' Speaking Ability

The second Think-Pair-Share had begun effectively. This technique

had students talked about the Think-Pair-Share design. Teacher opened the

learning by asking their condition, mood and any other causes to get their focus on the talked topic.

Students were setting on their own chair and teacher gave question for every pairing. Teacher advised students to be effective in Think-Pair-Share without thinking about right and wrong. They only needed to spend the given time to talk and to inter-act each other free as on the way to get the stated goal of function of the taken roles.

Firstly, teacher gave the time for thinking for several minutes. Secondly, teacher gave the time for pairing to discuss their answer. Thirdly, teacher gave the time for sharing to big group. This technique made them effective in speaking learning.

a) **Students' learning process**

The classroom had been Think-Pair-Share with the topic partner test the performers performed Think-Pair-Share. It began from the first the continued by the second performance. The teacher explains to students to Think-Pair-Share with explain the topic about partner test and the all students seeing the teacher performance. After teacher finish, the students practice and the group in front of class and all audience play attention perform the friend. As a result, those creativities, fluency, and attitude had depicted teachers about the merits of Think-Pair-Share.

The workable by holding on the second Think-Pair-Share for being better the students' learning by holding on the successful action and eliminating the problems occurred in the first cycle or even directly solved within Think-Pair-Share are in the following.

a) Teacher and students mutually designed Think-Pair-Share together

b) Teacher gave the roles before the day of execution so that students had preparation

c) Teacher explained clearly as in the first cycle

d) Teacher advised students to be interactive by not thinking about right and wrong

e) Teacher solved students' worriless by having close approach (face to face conversation)

f) Teacher holds motivating students.

Teacher and co-teachers comprehensively discussed the found problems to be solved and cooperatively handled teaching problems as soon as possible while learning was running. The students' improvement originated from the students' desire themselves, teacher comprehensive explanation, and reflective design of the learning. Thus, it derived researcher to have a conclusion to finish the cycles of the research on second cycle.

b) Students' speaking ability scores in cycle 2

Learning in the second cycle was based the re-planning, thus it was found the improvement of students' speaking ability and the influencing factors of the students' speaking ability. The result of the students' speaking ability improvement is presented in the following table.

Table 5. Students' Speaking Ability Improvement in Cycle 2

No	Criteria	Score	Mean Score
1	Accent	161	4.23
2	Grammar	175	4.60
3	Vocabulary	165	4.34
4	Fluency	165	4.34
5	Comprehension	173	4.55

The table above we can shows the students' speaking ability score in the second Think-Pair-Share which had been improvement in the case of the five criteria of speaking assessment. The improvement of students' speaking Ability was shown by their score that highly increased in each criterion.

According to the students' speaking ability scores, there have been found students got 88.3 mean score of 25x4 = 100 as the ideal mean of students' speaking ability score. It meant students had improved from 45.2 to 88.3 than previous score in the first cycle mean score. The improvement of students' speaking score is interestingly based on the students' participation in Think-Pair-Share while they were interacted

each other. The highest score was achieved by RJ. The detail score is

presented in the following table.

Table 6. Students' Speaking Ability Score in Cycle 2

No	Name	Speaking Score					Total
		Accent	Grammar	Vocabulary	Fluency	Comprehension	
1	AR	4	4	5	4	5	22x4=88
2	AH	4	5	4	4	5	22x4=88
3	AS	4	4	5	4	4	21x4=84
4	AU	4	4	5	4	4	21x4=84
5	AA	5	5	5	4	4	23x4=92
6	DW	5	5	4	4	4	22x4=88
7	DR	4	4	4	5	4	21x4=84
8	ES	4	5	5	5	4	23x4=92
9	FA	5	5	5	4	5	24x4=96
10	HS	4	5	4	4	5	22x4=88
11	HD	4	5	3	4	5	21x4=84
12	IK	4	5	4	4	5	22x4=88
13	IS	4	5	5	5	4	23x4=92
14	JL	5	5	5	5	4	24x4=96
15	KL	5	5	5	5	5	25x4=100
16	MK	5	5	5	4	5	24x4=96
17	MR	5	5	4	4	5	23x4=92
18	MS	5	5	5	5	4	24x4=96
19	NA	4	5	5	5	4	23x4=92
20	NA	4	4	5	4	4	21x4=84
21	NA	4	4	4	4	4	20x4=80
22	NH	4	4	4	4	5	21x4=84
23	NA	4	5	4	4	5	22x4=88
24	RY	4	5	4	5	5	23x4=92
25	RM	4	5	4	5	5	23x4=92
26	RA	4	5	4	5	5	23x4=92
27	RM	5	5	5	5	5	25x4=100
28	ST	5	5	5	5	4	24x4=96
29	ST	5	5	5	5	4	24x4=96
30	SD	5	5	5	5	5	25x4=100
31	SH	4	4	4	4	5	21x4=84
32	TI	4	4	4	4	5	21x4=84
33	UN	4	4	4	5	5	22x4=88
34	WA	4	4	4	4	5	20x4=80
35	WI	3	4	3	3	4	17x4=68
36	AK	3	4	3	3	4	17x4=68

37	SF	3	4	3	3	4	17x4=68
38	AF	4	4	4	5	5	23x4=92
	Total	161	175	165	165	173	3356/38
							88.3

c) Influencing Factors of Students' Speaking Ability

Based on the observation, there had been found influencing factors that influenced the students' speaking ability Beneficial influences were derived by teacher for moving around them for helping. Eventually they had been reluctant being by teacher, they finally understood it had motivated them to speak confidently which made their intelligibility improved.

Moreover the students had beneficial influence for their matched partner. Teacher had design the given function appropriately to support their speaking fluently. Because in cycle 1 they had received a random partner, they had difficulty to interact with others those undesired to speak. They had to persuade over building a conversation. Successfully, teacher had solved it by re-arranging the pairs in order each other mutually improved, as a result, matched partner created students' interactive conversation.

Based on interview, students' insights in relation to their speaking improvement are presented in the following.

1) Students' matched partner had overcome the speaking interaction

2) Students' function were comprehensively impersonated to be like social behavior

3) Students' were free have speaking practice face to face among classmates

4) Instruments existence directly quickened the word searching.

Those are found as the influencing factors of students' speaking ability improved in the cycle 2. Students' improvement was not only for speaking ability based on researcher's perception, but also students' attitudes and mannerisms to faction the demonstration role. Problems in the first cycle can be eliminated successfully by students and teachers in the second cycle. Thus, researcher believed action in the cycle 2 had derived improvement significantly on students' speaking ability. The following table resumed the influencing factors in cycle 2.

Table 7. Influencing factors of students' speaking ability within Think-Pair-Share in cycle 2

Categories	Cycle 2	Influence
Teacher	Moving around	Making them more effective
Students	Think-Pair-Share technique something	Making them improvement in speaking subject
Environment	Checking absence	Making them more effectively by motivation.

Based on test, observation, and interview of students' speaking ability and influencing factors of speaking ability, those are generally described as in the following.

Accent of students' speaking ability was good. It was observed by their score totally in the classroom had gotten 4.23. This had been attempted by motivated students moreover to have understanding with the social attitude in Think-Pair-Share environment. Based on students' view, the given task had brought them to the real situation even it was only Think-Pair-Share environment. As a result, their speaking almost was not misconnected the given social behavior of the real life such language use and politeness.

Grammatical of students' speaking ability was also good. It was score totally shown 4.60. The improvement was teacher's control while students executed the Think-Pair-Share. Eventually it was hard; the improvement in the second Think-Pair-Share is really countable. Students regarded building sentence had the solved of their problem. However, teacher's help while moving around had decreased difficulty to construct utterances grammatical for several serious inaccuracies.

Vocabulary of students' speaking ability was found highly increased to become 4.34. It had been searched that this improvement originated from their prior knowledge as secretary department who well prepared to face such Think-Pair-Share situation. Based on students' view, the used instrument also

helped those expanded adequate word. As a result, their speaking ability produced adequate vocabulary of the used word for the task.

Fluency of students; speaking ability was good. It score totally shown 4.34. It was been interesting to find out that the improvement original from peer help and necessary instrument. Cooperation which was built in the second Think-Pair-Share had been more applicable than before. As a result, students speaking were directed to success in their age level.

Comprehension of students' speaking ability was really improved which shown the 4.55. Their speaking was interestingly relevant and mostly adequate to the task set. Teacher pointed out it was proven by their taking a part in planning and designing the lesson mutually with teacher. As a result, the speaking skill had reached to the better one in the case of speaking contents.

b. Improvement and Influencing Factors of Students' Speaking Ability in all Cycles

Based on the first and the second observations of students speaking ability, there have been conclusion that students' speaking ability had improved by using Think-Pair-Share technique. In addition, improvement of students' mean score is also figured out in the following table.

Table 8. Students' Mean Score in All Cycles

Cycle	Total score	Mean score	Ideal mean score
1	1716		
Students' size	38	45.2	25x4=100
2	3356		

| Students' size | 38 | 88.3 | 25x4=100 |

The first cycle shown, after using Think-Pair-Share students' speaking ability mean score improved becoming 45.2. It had found that interactive speaking in Think-Pair-Share had created students' adequate response to the task and confidently expressed ideas based on their background knowledge of the Think-Pair-Share environment. Continuously, to get evidential of the Think-Pair-Share to improve speaking ability, researcher designed another Think-Pair-Share based on the students' agreement to execute. There had found students' speaking ability had been mean score improved higher than before to become 88.3. There had mean score 43.1 improvement for mean score of students' speaking ability. Thus, researcher depicted that Think-Pair-Share had improved students' speaking ability.

Table 9. Comparison score of cycle 1 and cycle 2

Criteria	Mean score in cycle 1	Problem	Resolution	Mean score in cycle 2
Accent	1.94	Difficult to pronunciate all the entire letter.	Teaching them how to articulate it better.	4.23
Grammar	2.31	many students didn't understand about grammar	Teacher teaching them about grammar	4.60
Vocabulary	2.28	Students have little vocabulary	Giving many vocabularies to students in every meeting.	4.34

Fluency	2.0	Difficult to lost their tradition language, for example; javaness,malayness and batakness	Motivating them to lose it.	4.34
Comprehension	2.73	A portion of them didn't understand in long utterance.	Teacher giving simple utterance.	4.33

Furthermore, based on observation and needed interview, influencing factors of the students' speaking ability are presented in the following table.

Table 11. Influencing Factors of Students Speaking Ability in all Cycles

No	Categories	Influences	
		Cycle 1	Cycle 2
1	Students'	• Self confidence • Pairing • Doubtful	• Students' having self confidence • Students have received their partner. • Students' enjoy in learning speaking
2	Teacher	• Moving around	• Teacher movement
3	Environment	• Absence checking	• All students' calm down when teacher call their names.

It had been found teacher, students and classroom environment had influenced students' speaking ability within Think-Pair-Share execution. Those its own influences on students whether benefit and useful for improvement or it might be harmful to deteriorate students' speaking ability. It is needed to explain these in their category.

Teacher in Think-Pair-Share for the first cycle used time for thinking in Think-Pair-Share technique, time for pairing and time for sharing. The explanation had been clear to understand thus it made students' clarity to the given task in the unlimited talk. Offering such helpful advices sort of vocabulary enrichment to use fluently by students and being tolerant of student error and mistakes.

Those are simply the research observation and interview resumes which influence the students' speaking ability. Even there had been harmful backwash, the teacher's effort to eliminate it for improve students' speaking ability had been success by giving much attention of control.

B. Discussion of the Research Findings

It is discussed about students' score and the factor teaching achievement. It can be seen in the following explanation:

1. Student score

The research finding had shown students' speaking ability well improved. It can be proven by students' mean score increased from 45.2 to 88.3. Further, in each criterion, students speaking ability also indicated the improvement.

Based on result, it had been found the improvement of students' speaker that is significant and evidential. The highest improvement is found in the case or students' accent and grammar of students' speaking

ability in which students improved 2.29. It reflects their own total speech content to respond any utterances while interacting in one of real-life experience.

The second rage of the improvement percentage had found in the case of fluency for purpose in which there had been 2.34. This had been observed and had been found that the used tools, and Think-Pair-Share instruments had influence students 'fluency. Students expanded utterances with their helps Students had been found using intonation, and pronunciation to the task set.

Vocabulary also had been found in the 2.06 improvement. This had been observed and had been found that the used tools, and Think-Pair-Share instruments had enriched students' vocabulary.

The lowest improvement is found in the comprehension students' speaking ability. Nonetheless, becoming improved better than before need students' effort before and while Think-Pair-Share. Comprehension improve 1.82 which dealt with students' hesitance to use utterances even they had good devices to make conjunction as fillers, thus utterances become longer.

Those improvement had been directed to the students' proficiency which characterized by ability to communicate minimally with learned material. The improvement also had reached the goal of teacher in teaching speaking, communicative efficiency. Students were able to

understand themselves, to try avoiding confusion of accent, to observe the social rules in the given activity.

2. Factor teaching achievement

Based on the result, the students' factor teaching achievement had been found the improvement. In each criterion, students' speaking ability also indicated the improvement. The highest improvement is found in the case on students' fluency of students' speaking ability. It was interesting to find out that the improvement originated from peer help and necessary instrument.

The second range of the improvement had found in the case of accent and grammar. It was interesting to find out that the improvement originated from peer help and necessary instrument.

This had been observed and had been found that the used tool, and learning instruments had enriched students' vocabulary. Students expanded utterances with their helps.

Vocabulary also had been improvement. Students had been found vocabulary of students speaking ability were good. This had been observed and had been found that the used tool, and learning instruments had enriched students' vocabulary. Students expanded utterances with their helps.

The lowest improvement is found in the comprehensions of students' speaking ability. Their speaking was interestingly relevant and mostly

adequate to the task set. Teacher pointed out it was proven by their taking a part in planning and designing the lesson mutually with teacher. They knew what they needed and what to express thing as their idea in the real-life environment which derived in Think-Pair-Share.

C. Limitation of the Research

This research used human instrument in the English learning. Observation of research and students' speaking ability were done by researcher herself and three co-teachers. While speaking ability was taken by oral presentation with any subjective in assessment. Entire classroom was observed holistically including the teaching procedures. The monitored activities of students in the classroom are presented as the real situation at the researcher time.

Students' invisible extrinsic motivation inside the classroom and prior knowledge of students were mot controlled sort of self-preparation, self-learning at home, discussion outside of the classroom, school graduation and their own passion in English. It may cause by students' living diversities. Hopefully, by this restrictiveness researcher expected other researcher to continue the invention expansively hence forward.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion And Suggestion

1. The Conclusion

After analyzing the data, it can be concluded that Think-Pair-Share technique improved students' speaking ability at grade VIII MtsN 2 Padangsidimpuan with mean score 43 improvement. It based on the mean score in which students' speaking ability in cycle 1 was 45.2 and became 88.3 in cycle2.

Improvement of students' speaking ability in the criteria is significantly countable. In cycle 1, accent is 1.94, grammar is 2.31, vocabulary is 2.28, fluency is 2.0, and comprehension is 2.73. In cycle 2, accent is 4.23, grammar is 4.60, vocabulary is 4.34, fluency is 4.34, and comprehension is 4.55.

2. The Suggestion

It had been proven Think-Pair-Share technique in English learning improved students' speaking ability, and implication of the result goes to English teachers of junior high School. The English teachers can apply Think-Pair-Share technique in teaching and learning process. By Think-Pair-Share, students will feel like in real situation and contextual learning. Think-Pair-

Share with all its structures creates students' sharp thinking, social-relationship and sharing to another student.

Based on research findings, the following suggestions are directed to teacher, students, and other researcher.

a. For the teacher, it is to use Think-Pair-Share technique is English learning. Because language not only need learning structures or patterns but also needs use for communication. Think-Pair-Share technique offers way to get a real learning of English language.

b. For the students, it is expected to be more interactive in the learning especially in speaking. Activity in English learning by using Think-Pair-Share provides free time to thinking-Pairing and Sharing. Forward, communicative efficiency can be achieved.

c. For other researcher, it is needed to expand the findings for literature the sours. Getting information much more than this result will give comprehension about the English teaching. So, with all the research limitation, it must be omitted in the other related research.

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CURRICULUM VITAE

Student

Name	: Sudar Yanti sormin
Student's ID	: 10 340 0031
Home/ Birth	: Sisoma/ 20 September 1992
Address	: Simatorkis Sisoma Julu Lingkungan VII

Student's Parents

Father	: Marzuki Efendi Sormin
Mother	: Anni Rambe

Education

Playgroup	: -----
Elementary School	: SDN 142474 Simatorkis (1998)
Junior High School	: MTs S Baharuddin, (2004)
Senior High School	: MAS S Baharuddin, (2007)
College	: IAIN Padangsidimpuan, (2010)

Appendix

Lesson Plan 1

RencanaPelaksanaanPembelajaran

(RPP)

Namasekolah : MTsN 2 Padangsidimpuan

Mata Pelajaran : BahasaInggris

Kelas/Semester : VIII / 2

Jenisteks : *transactional/interpersonal*

Tema : *Home Life*

Aspek/Skill : Berbicara

AlokasiWaktu : 3x 45 menit

A. Standar Kompetensi

1. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar

B. Kompetensi Dasar

1.1 Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar.

C. TujuanPembelajaran

Padaakhirpembelajaran, siswadapat:

1. Tanya jawablangsungdenganmenggunakan grammar practice (used will)

D. Karakter siswa yang diharapkan : Dapat dipercaya (Trustworthines)

Rasa hormat dan perhatian(*respect*)

Tekun(*diligence*)

E. MateriPembelajaran

1. Communication Practice
   a. Mengungkapkan percakapan yang berisi penggunaan will dalam sebuah percakapan singkat.

F. MetodePembelajaran: Think- pair- Share Technique

G. Langkah-langkahKegiatan

1. KegiatanPendahuluan

a. Apersepsi :

1) Menanyakan kabar siswa

b. Motivasi :

1) Menjelaskan pentingnya materi yang akan dipelari berikut kompetensi yang harus dikuasi siswa

2. KegiatanInti

Langkah-langkah :

1) Guru menyampaiakan inti materi dan kompetensi yang diinginkan

2) Peserta didik diminta untuk berfikir tentang materi atau permasalahan yang disampaiakan guru

3) Peserta didik diminta berpasangan dengan teman sebelahnya (Kelompok 2 orang) dan mengutarakan hasil pemikiran masing-masing.

4) Guru memimpin hasil pleno kecil diskusi, tiap kelompok mengemukakan hasil diskusinya

5) Berawal dari kegiatan tersebut guru mengarahkan pembicaraan diungkapkan para peserta didik

6) Guru memberikan kesimpulan

3. Kegiatan Penutup

Dalam kegiatan penutup, guru:

a. bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;

b. merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan / atau memberikan tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik:

c. menyampaikan rencana pembelajaran pada pertemuan berikutnya.

H. Sumberbelajar

1. Bukuteks yang relevan..

2. CD / kaset.

3. *Script* percakapan dan/atau rekaman percakapan

Padangsidimpuan,   , 2014

Validator

Teacher

Sojuangon Rambe,S.S.M.Pd
NIP. 19790815 200604 1 003

Sudar Yanti Sormin
NIM.10.340.0031

Appendix

<p align="center">**Lesson Plan 2**</p>

<p align="center">**RencanaPelaksanaanPembelajaran**</p>

<p align="center">**(RPP)**</p>

Namasekolah   : MTsN 2 Padangsidimpuan

Mata Pelajaran   : BahasaInggris

Kelas/Semester   : VIII / 2

Jenisteks   : *transactional/interpersonal*

Tema   : *Home Life*

Aspek/Skill   : Berbicara

AlokasiWaktu   : 3x 45 menit

A. Standar Kompetensi

1. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar

B. Kompetensi Dasar

1.1 Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar.

C. TujuanPembelajaran

Padaakhirpembelajaran, siswadapat:

1. Berbicaradi depankelasdenganmenjelaskanaktivitassehari-hari.

D. Karakter siswa yang diharapkan : Dapat dipercaya (Trustworthines)

Rasa hormat dan perhatian(*respect*)

Tekun(*diligence*)

a. bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;

b. merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik;

c. menyampaikan rencana pembelajaran pada pertemuan berikutnya.

E. Sumber belajar

1. Bukuteks yang relevan..

2. CD / kaset.

3. *Script* percakapan dan/ atau rekaman percakapan

Padangsidimpuan,   , 2014

Validator

Teacher

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Appendix

Lesson Plan 3

RencanaPelaksanaanPembelajaran

(RPP)

Namasekolah   : MTsN 2 Padangsidimpuan

Mata Pelajaran   : BahasaInggris

Kelas/Semester   : VIII / 2

Jenisteks   : *transactional/interpersonal*

Tema   : *Home Life*

Aspek/Skill   : Berbicara

AlokasiWaktu   : 3x 45 menit

A. Standar Kompetensi

1. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar

B. Kompetensi Dasar

1.1Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar.

C. TujuanPembelajaran

Pada akhir pembelajaran, siswa dapat:

1. Mengucapkan seluruh alphabet dengan baik dan benar.

D. Karakter siswa yang diharapkan : Dapat dipercaya (Trustworthines)

Rasa hormat dan perhatian(*respect*)

Tekun(*diligence*)

E. MateriPembelajaran

1. Communication Practice

   a. Mengucapkan seluruh alphabet

F. MetodePembelajaran: Think- pair- Share Technique

G. Langkah-langkahKegiatan

1. KegiatanPendahuluan

c. Apersepsi :

1) Menanyakan kabar siswa

d. Motivasi :

1) Menjelaskan pentingnya materi yang akan dipelari berikut kompetensi yang harus dikuasi siswa

2. KegiatanInti

Langkah-langkah :

1) Guru menyampaiakan inti materi dan kompetensi yang diinginkan

2) Peserta didik diminta untuk berfikir tentang materi atau permasalahan yang disampaiakan guru

3) Peserta didik diminta berpasangan dengan teman sebelahnya (Kelompok 2 orang) dan mengutarakan hasil pemikiran masing-masing.

4) Guru memimpin hasil pleno kecil diskusi, tiap kelompok mengemukakan hasil diskusinya

5) Berawal dari kegiatan tersebut guru mengarahkan pembicaraan diungkapkan para peserta didik

6) Guru mengidentifikasi masalah yang terjadi di pertemuna kedua dan meningkatkan di pertemuan ke tiga

7) Guru memberikan kesimpulan

3. **Kegiatan Penutup**

   Dalam kegiatan penutup, guru:

   a. bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;

   b. merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik;

   c. menyampaikan rencana pembelajaran pada pertemuan berikutnya.

H. Sumberbelajar

1. Bukuteks yang relevan..
2. CD / kaset.
3. *Script* percakapan dan / ataur ekaman percakapan

Padangsidimpuan,   , 2014

Validator

                                   Teacher

Sojuangon Rambe,S.S.M.Pd
NIP. 19790815 200604 1 003

                                   Sudar Yanti Sormin
                                   NIM.10.340.0031

Appendix

<p align="center">**Lesson Plan 4**</p>

<p align="center">**RencanaPelaksanaanPembelajaran**</p>

<p align="center">**(RPP)**</p>

Namasekolah	: MTsN 2 Padangsidimpuan
Mata Pelajaran	: BahasaInggris
Kelas/Semester	: VIII / 2
Jenisteks	: *transactional/interpersonal*
Tema	: *Home Life*
Aspek/Skill	: Berbicara
AlokasiWaktu	: 3x 45 menit

A. Standar Kompetensi

Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar

B. Kompetensi Dasar

1.1Mengungkapkan makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar.

C. TujuanPembelajaran

Pada akhir pembelajaran, siswa dapat:

Bercakap-cakap dengan tiga jenis percakapan yaitu responsive, transactional dan interpersonal.

D. Karakter siswa yang diharapkan : Dapat dipercaya (Trustworthines)

Rasa hormat dan perhatian(*respect*)

Tekun(*diligence*)

E. Materi Pembelajaran

2. Communication Practice

   a. Mengungkapkan tiga jenis percakapan responsive, transactional dan interpersonal

F. MetodePembelajaran: Think- pair- Share Technique

G. Langkah-langkahKegiatan

1. KegiatanPendahuluan

a. Apersepsi :

1) Menanyakan kabar siswa

b. Motivasi :

1) Menjelaskan pentingnya materi yang akan dipelari berikut kompetensi yang harus dikuasi siswa

2. KegiatanInti

Langkah-langkah :

1. Guru menyampaiakan inti materi dan kompetensi yang diinginkan

2. Peserta didik diminta untuk berfikir tentang materi atau permasalahan yang disampaiakan guru

3. Peserta didik diminta berpasangan dengan teman sebelahnya (Kelompok 2 orang) dan mengutarakan hasil pemikiran masing-masing.

4. Guru memimpin hasil pleno kecil diskusi, tiap kelompok mengemukakan hasil diskusinya

5. Berawal dari kegiatan tersebut guru mengarahkan pembicaraan diungkapkan para peserta didik

6. Guru mengidentifikasi masalah yang terjadi di pertemuna kedua dan meningkatkan di pertemuan ke empat

7. Guru memberikan kesimpulan

3. **Kegiatan Penutup**

Dalam kegiatan penutup, guru:

a) bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;

b) melakukan penilaian dan / atauv refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram

H. Sumberbelajar

1. Bukuteks yang relevan..

2. CD / kaset.

3. *Script* percakapan dan / ataur ekaman percakapan

Padangsidimpuan,   , 2014

Validator

                            Teacher

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APENDIX 5

Table of Rubric Speaking Score

No	Aspek	Kriteria	Skor
1	Pengucapan	✓ Mudah dipahami dan memiliki aksen penutur asli	5
		✓ Mudah dipahami meskipun dengan aksen tertentu	4
		✓ Ada masalah pengucapan yang membuat pendengar harus konsentrasi penuh dan kadang-kadang ada kesalah pahaman	3
		✓ Sulit dipahami karena ada masalah pengucapan sering diminta pengulangan	2
		✓ Masalah pengucapan serius sehingga tidak bisa dipahami	1
2	Tata Bahasa	✓ Tidak ada atau sedikit kesalahan tata bahasa	5
		✓ Kadang-kadang membuat kesalahan tata bahasa tetapi tidak mempengaruhi makna	4
		✓ Sering membuat kesalahan tata bahasa yang mempengaruhi makna	3
		✓ Banyak kesalahan tata bahasa yang menghambat makna dan sering menata ulang kalimat	2
		✓ Kesalahan tata bahasa begitu parah sehingga sulit dipahami	1
3	Kosa kata	✓ Menggunakan kosa kata dan ungkapan seperti penutur asl	5
		✓ Kadang-kadang menggunakan kosa kata yang tidak tepat	4
		✓ Sering menggunakan kosa kata yang tidak tepat, percakapan menjadi terbatas karena keterbatasan kosa kata	3
		✓ Menggunakan kosa kata secara salah dan kosa kata berbatas sehingga sulit dipahami	2
		✓ Kosa kata sangat terbatas sehingga percakapan tidak mungkin terjadi	1
4	Kelancaran	✓ Lancar seperti penutur asli	5
		✓ Kelancaran tampak sedikit terganggu oleh masalah bahasa	4
		✓ Kelancaran agak banyak terganggu oleh masalah bahasa	3
		✓ Sering ragu-ragu dan terhenti karena keterbatasan bahasa	2
		✓ Berbicara terputus-putus dan terhenti sehingga percakapan tidak mungkin terjadi	1
5	Pemahaman	✓ Memahami semua tanpa mengalami kesulitan	5
		✓ Memahami hampir semuanya, walau ada	4

		pengulangan pada bagian tertentu	
		✓ Memahami sebagian besar apa yang dikatakan bila bicara pengulangan	3
		✓ Susah mengikuti apa yang dikatakan	2
		✓ Tidak bisa memahami walaupun percakapan sederhana	1

APENDIX 6

Table of Rubric Speaking Score

No	Aspect	Identified	Score
1	Accent	✓ Frequent gross errors and a very heavy accent make understanding difficult	5
		✓ "Foreign Accent" requires concentrated listening and mispronunciation lead to occasional misunderstanding and apparent errors in grammar or vocabulary	4
		✓ Marked "Foreign Accent" and occasional mispronunciation, which do not interfere with understanding	3
		✓ No conspicuous mispronunciations, but would not be taken for a native speaker	2
		✓ Native pronunciation, with no trace of foreign accent	1
2	Grammar	✓ Grammar almost entirely inaccurate phrases	5
		✓ Constant errors showing of very few major patterns and frequently preventing communication	4
		✓ Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding	3
		✓ Occasional errors showing imperfect control of some patterns but not weakness that causes misunderstanding	2
		✓ Few errors, with no pattern of failure	1
3	Vocabulary	✓ Vocabulary inadequate for even the simplest conversation	5
		✓ Vocabulary limited to basic personal and survival areas	4
		✓ Choice of words some time inaccurate,limitations of vocabulary prevent discussion of some common professional and social topics	3
		✓ Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion on any non-technical subjects with some circumlocution	2
		✓ Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situation	1
4	Fluency	➢ Speech is no halting and fragmentary that conversation is virtually impossible.	5

		➢ Speech is very slow and uneven except for short or routine sentences.	4
		➢ Speech is frequently hesitant and jerky: sentence may be left uncompleted.	3
		➢ Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words.	2
		➢ Speech is effortless and smooth, but perceptibly non-native in speed and evenness.	1
5	Comprehension	➢ Understands too little for the simplest types of conversation.	5
		➢ Understand only slow, very simple speech or common social and tourist topics; requires constant repetition and rephrasing.	4
		➢ Understand careful, somewhat simplified speech directed to him or her, with considerable repetition and rephrasing	3
		➢ Understand quite well normal educated speech directed to him or her, but requires occasional repetition and rephrasing.	2
		➢ Understands everything in both formal and qolloquial speech to be expected of and educated native speaker.	1

Appendix 7

Observations

No	Observation	Ada	Tidak ada
1	Siswa yang ribut	✓	
2	Siswa yang malas	✓	
3	Siswa yang ngantuk		✓
4	Siswa yang tidur		✓
5	Siswa yang diam/tidak aktif	✓	
6	Siswa yang cabut		✓
7	Siswa yang jalan-jalan		✓
8	Siswa yang tidak fokus	✓	
9	Siswa yang mengganggu teman sewaktu belajar		✓
10	Siswa yang sering permisi		✓

APENDIX 8

Students' Interview

1	Kenapa	Accent Grammar Vocabulary Fluency Comprehension	Kamu rendah, apa masalahnya?
2	Kenapa	Accent Grammar Vocabulary Fluency Comprehension	Kamu tinggi, apa alasannya?
3	Kenapa	Accent Grammar Vocabulary Fluency Comprehension	Kamu menurun, apa masalahnya?
4	kenapa	Accent Grammar Vocabulary Fluency Comprehension	Kamu meningkat apa alasannya?

APENDIX 9

Students' Interview

A. Alasan siswa yang accent, grammar, vocabulary, fluency and comprehension rendah

1. AR: karena saya tidak biasa menggunakan bahasa inggris, saya biasa menggunkan bahasa jawa dan Indonesia sehingga pengucapan saya seperti bahasa jawa.

2. AH : karena dalam bahasa sehari-hari tidak perlu pakai rumus-rumus, ketika belajar bahasa inggris di grammar benar-benar buat saya tidak pernah maju ke depan kalau disuruh ibu guru karena saya tidak mengerti.

3. AS : karena menurut saya menghapal vocabulary itu susah karena hurufnya dalam bahasa Indonesia tidak sama dibaca dalam bahasa inggris itu yang membuat saya bingung.

4. FA : di rumah tidak ada kawan saya berbicara bahasa inggris, karna kepasihan harus sering diucapkan sehingga kita bisa pasih.

5. CM : saya tidak faham karena banyak kata-kata yang tidak saya mengerti dan banyak grammar-grammar yang tidak saya fahami sehingga sulit bagi saya memahami bahasa inggris .

6. FK : karena saya tidak mengerti bahasa inggris itu dari pertama karena belajar bahasa inggris baru pertama kali di tingkat MtsN ini sehingga sulit bagi saya harus memulai dari 0.

B. Masalah siswa yang accent, grammar, vocabulary, fluency and comprehension tinggi

1. AW : karena saya sudah les atau tambahan bahasa inggris mulai dari kelas 3 SD, saya diajari tentang pengucapan yang baik dan benar.

2. GP : karena saya sangat suka grammar mulai saya kelas 1 MtsN dan saya selalu belajar lebih dari mata pelajaran grammar, sebelum saya belajar grammar disekolah saya belajar dahulu di rumah sehingga dengan mudah saya mengerti di sekolah dan Alhamdulillah kalau ujian grammar saya selalu mendapat nilai bagus.

3. AR : Karena saya ingin sekolah diluar negeri, kata ayahku harus pandai berbahasa inggris dan mampu menguasai banyak kosa kata sehingga dalam sehari saya mempunyai 10 target kosa kata.

4. HK : karena saya sering menemui ibu dan bapak guru bahasa inggris dan bercakap-cakap dengan mereka sehingga lebih fasih bahasa inggris saya dari pada kawan-kawan saya yang lainnya.

5. MI : Karena saya sering membaca buku-buku bahasa inggris milik kakak saya dan saya lebih memahami bahasa inggris.

6. HH : karena saya rajin bertanya kepada ibu guru tentang kata-kata, grammar dan pengucapan yang saya tidak tahu sehingga saya mengerti.

C. Alasan siswa yang accent, grammar, vocabulary, fluency and comprehension menurun

1. CM : karena saya kurang menggunakan bahasa inggris di sekitar saya sekarang, disebabkan kakak guru les saya tidak lagi mengajar saya berpengaruh terhadap menurunnya pengucapan saya dalam bahasa inggris.

2. RH : karena saya tidak lagi membuka buku grammar karena banyaknya tugas-tugas lain yang diberikan ibu guru yang lain, sehingga grammar saya menurun karena dalam belajar grammar ini perlu dengan pemahaman yang tinggi.

3. GP : karena saya tidak banyak menghapal kosa kata lagi dan jarang mengulang-ngulangnya sehingga kosakata saya menurun.

4. MW : karena saya jarang datang les sehingga kepasihan saya menurun.

5. NH : karena saya tidak memperhatikan guru menjelaskan sehingga pemahaman saya tentang bahasa inggris menurun.

6. NA: karena saya sering tidak masuk sekolah sehingga banyak pemahaman pelajaran bahasa inggris saya yang tinggal membuat saya menurun.

D. Masalah siswa yang accent, grammar, vocabulary, fluency and comprehension meningkat

1. YK : karena saya mengikuti les tambahan terus minimal tiga kali seminggu sehingga pengucapan saya lebih bagus dari teman-teman yang lain.

2. SS : karena saya rajin membaca buku grammar dan memahaminya.

3. MI : karena saya menghapal lebih banyak lagi kosa kata sehingga dengan mudah saya memahami banyak kosa kata.

4. MD : karena saya sering berlatih dengan teman-teman saya sehingga kepasihan saya dalam bahasa inggris meningkat.

5. KH : Karena saya selalu mendengarkan dan mengerjakan semua tugas-tugas bahasa inggris yang diberikan guru sehingga saya memahami bahasa inggris itu dengan benar.

6. AA: karena saya rajin menanyakan semua kata-kata yang tidak saya mengerti sehingga meningkatkan pemahaman bahasa inggris saya.

Appendix 10

Students' Speaking Ability Score in the First Meeting

No	Name	Speaking Score					Total
		Accent	Grammar	Vocabulary	Fluency	Comprehension	
1	AR	1	1	2	1	1	6
2	AH	2	2	2	1	1	8
3	AS	1	1	2	1	2	7
4	AU	1	2	1	1	1	6
5	AA	1	1	2	2	1	7
6	DW	2	1	1	1	2	7
7	DR	1	1	1	1	1	5
8	ES	1	2	2	2	1	8
9	FA	1	2	2	2	1	8
10	HS	1	2	2	2	1	8
11	HD	1	1	1	1	1	5
12	IK	1	2	2	2	1	8
13	IS	1	1	1	1	2	6
14	JL	2	1	1	2	1	7
15	KL	1	2	2	1	1	7
16	MK	2	2	2	2	2	10
17	MR	1	1	1	2	2	7
18	MS	2	2	2	2	1	9
19	NA	1	1	1	2	2	7
20	NA	2	2	2	2	2	10
21	NA	1	1	2	1	2	7
22	NH	2	1	2	2	2	9
23	NA	2	1	1	2	1	7
24	RY	1	1	2	2	2	8
25	RM	1	2	2	1	1	7
26	RA	1	1	1	2	2	7
27	RM	2	2	1	2	2	9
28	ST	1	2	1	1	2	7
29	ST	2	2	1	2	1	8
30	SD	1	1	1	2	2	7
31	SH	1	1	2	2	1	7
32	TI	2	1	2	2	1	8
33	UN	1	1	2	2	1	7
34	WA	2	2	2	2	1	9
35	WI	1	2	1	2	1	7
36	AK	1	2	1	2	1	7
37	SF	2	1	2	2	2	9
38	AF	1	1	2	1	2	7
	Total	51	55	60	63	54	283
							7.5

Appendix 11

Students' Speaking Ability Score Second Meeting

No	Name	Speaking Score					Total
		Accent	Grammar	Vocabulary	Fluency	Comprehension	
1	AR	2	1	2	2	2	9
2	AH	2	2	3	3	1	11
3	AS	2	3	3	3	2	13
4	AU	2	2	3	3	2	12
5	AA	1	4	3	3	2	13
6	DW	2	2	3	2	2	11
7	DR	2	2	2	2	3	11
8	ES	2	2	2	2	3	11
9	FA	1	2	2	2	3	10
10	HS	1	2	2	2	4	12
11	HD	2	2	1	1	4	10
12	IK	2	3	2	1	2	10
13	IS	2	3	2	1	4	12
14	JL	1	2	2	1	3	9
15	KL	2	3	1	2	4	12
16	MK	2	2	2	2	4	12
17	MR	2	2	2	2	4	12
18	MS	2	2	2	2	2	10
19	NA	2	1	3	2	2	10
20	NA	2	3	3	2	2	12
21	NA	2	3	4	1	1	11
22	NH	2	2	4	1	2	11
23	NA	1	1	2	1	2	7
24	RY	3	2	2	1	3	11
25	RM	2	2	1	1	2	8
26	RA	2	4	1	1	3	11
27	RM	1	2	1	4	3	11
28	ST	2	3	3	2	3	13
29	ST	2	3	4	2	3	14
30	SD	2	3	4	2	3	14
31	SH	2	4	2	3	4	15
32	TI	3	4	2	3	4	16
33	UN	3	3	2	4	2	14
34	WA	3	3	2	2	4	14
35	WI	2	2	2	2	1	9
36	AK	1	1	2	2	4	11
37	SF	3	3	2	2	2	11
38	AF	2	1	2	2	3	10
	Total	74	88	87	76	104	429/38
							11,3

Appendix 12

Students' Speaking Ability Score Cycle 2

No	Name	Speaking Score					Total
		Accent	Grammar	Vocabulary	Fluency	Comprehension	
1	AR	4	4	5	4	5	22
2	AH	4	5	4	4	5	22
3	AS	4	4	5	4	4	21
4	AU	4	4	5	4	4	21
5	AA	5	5	5	4	4	23
6	DW	5	5	4	4	4	22
7	DR	4	4	4	5	4	21
8	ES	4	5	5	5	4	23
9	FA	5	5	5	4	5	24
10	HS	4	5	4	4	5	22
11	HD	4	5	3	4	5	21
12	IK	4	5	4	4	5	22
13	IS	4	5	5	5	4	23
14	JL	5	5	5	5	4	24
15	KL	5	5	5	5	5	25
16	MK	5	5	5	4	5	24
17	MR	5	5	4	4	5	23
18	MS	5	5	5	5	4	24
19	NA	4	5	5	5	4	23
20	NA	4	4	5	4	4	21
21	NA	4	4	4	4	4	20
22	NH	4	4	4	4	5	21
23	NA	4	5	4	4	5	22
24	RY	4	5	4	5	5	23
25	RM	4	5	4	5	5	23
26	RA	4	5	4	5	5	23
27	RM	5	5	5	5	5	25
28	ST	5	5	5	5	4	24
29	ST	5	5	5	5	4	24
30	SD	5	5	5	5	5	25
31	SH	4	4	4	4	5	21
32	TI	4	4	4	4	5	21
33	UN	4	4	4	5	5	22
34	WA	4	4	4	4	5	20
35	WI	3	4	3	3	4	17
36	AK	3	4	3	3	4	17
37	SF	3	4	3	3	4	17
38	AF	4	4	4	5	5	23
	Total	161	175	165	165	173	839/38
							22

Appendix 13

Students' Speaking Ability Score in the Third Meeting

No	Name	Speaking Score					Total
		Accent	Grammar	Vocabulary	Fluency	Comprehension	
1	AR	2	2	4	2	4	14
2	AH	2	3	3	2	3	13
3	AS	2	2	3	2	3	12
4	AU	2	3	3	2	3	13
5	AA	2	2	3	2	3	12
6	DW	2	3	2	2	2	11
7	DR	2	3	2	3	2	12
8	ES	2	3	2	3	2	12
9	FA	2	2	2	3	2	11
10	HS	2	2	2	3	2	11
11	HD	2	3	3	3	3	14
12	IK	2	3	3	2	3	13
13	IS	2	2	3	2	3	12
14	JL	2	2	2	2	3	11
15	KL	2	3	2	2	3	12
16	MK	2	3	2	2	3	12
17	MR	2	3	2	3	2	12
18	MS	2	2	2	3	2	11
19	NA	2	2	2	3	2	11
20	NA	2	2	3	3	2	12
21	NA	2	2	3	2	3	12
22	NH	3	3	2	3	3	13
23	NA	3	3	2	2	3	13
24	RY	3	3	3	2	3	14
25	RM	3	2	3	2	3	13
26	RA	3	2	2	2	2	11
27	RM	3	2	2	3	2	12
28	ST	3	2	3	3	2	13
29	ST	2	2	3	3	2	12
30	SD	2	3	2	2	3	12
31	SH	2	3	2	2	3	12
32	TI	2	2	2	2	3	11
33	UN	3	2	2	3	3	13
34	WA	3	2	2	2	3	12
35	WI	3	2	2	3	3	13
36	AK	3	2	3	3	3	14
37	SF	3	2	3	3	2	13
38	AF	3	2	3	3	2	13
	Total	89	91	94	94	100	467/38
							12,3

Appendix 14

<div align="center">

Students' Mean Score Analysis

</div>

✓ The first meeting score:

$$\vec{x} = \frac{\sum \vec{x}}{N} \times 100\%$$

$$= \frac{283}{38} \times 100\% = 7.44$$

$\vec{x}$: The mean of the students

$\sum \vec{x}$: The total score

N : The number of the students in the first meeting

✓ The first cycle score:

$$\vec{x} = \frac{\sum \vec{x}}{N} \times 100\%$$

$$= \frac{429}{38} \times 100\% = 11.3$$

$\vec{x}$: The mean of the students

$\sum \vec{x}$: The total score

N : The number of the students in the first cycle

✓ The second cycle score:

$$\vec{x} = \frac{\sum \vec{x}}{N} \times 100\%$$

$$= \frac{839}{38} \times 100\% = 22$$

$\vec{x}$: The mean of the students

$\sum \vec{x}$: The total score

N: The number of the students in the second cycle

Appendix 15

Students' speaking ability percentage in all cycles

Cycle 1:

$$p = \frac{x}{y} \times 100\% = \frac{11.3}{25} \times 100\% = 45\%$$

Cycle 2:

$$p = \frac{x}{y} \times 100\% = \frac{22}{25} \times 100\% = 88\%$$

p: percentage

x: mean score

y: ideal mean score

Appendix 15

Students' Speaking Ability Score Analysis

Cycle 1

1. Accent :

$$\vec{x} = \frac{\sum \vec{x}}{N} \times 100\% = \frac{74}{38} \times 100\% = 1.94$$

2. Grammar :

$$\vec{x} = \frac{\sum \vec{x}}{N} \times 100\% = \frac{88}{38} \times 100\% = 2.31$$

3. Vocabulary :

$$\vec{x} = \frac{\sum \vec{x}}{N} \times 100\% = \frac{87}{38} \times 100\% = 2.28$$

4. Fluency :

$$\vec{x} = \frac{\sum \vec{x}}{N} \times 100\% = \frac{76}{38} \times 100\% = 2.0$$

5. Comprehension :

$$\vec{x} = \frac{\sum \vec{x}}{N} \times 100\% = \frac{104}{38} \times 100\% = 2.73$$

$\vec{x}$: The mean of the students

$\sum \vec{x}$: The total score

N: The number of the students

Cycle 2

1. Accent :

$$\vec{x} = \frac{\sum \vec{x}}{N} \times 100\% = \frac{161}{38} \times 100\% = 4.23$$

2. Grammar :

$$\vec{x} = \frac{\sum \vec{x}}{N} \times 100\% = \frac{175}{38} \times 100\% = 4.60$$

3. Vocabulary :

$$\vec{x} = \frac{\sum \vec{x}}{N} \times 100\% = \frac{166}{38} \times 100\% = 4.34$$

4. Fluency :

$$\vec{x} = \frac{\sum \vec{x}}{N} \times 100\% = \frac{165}{38} \times 100\% = 4.34$$

5. Comprehension :

$$\vec{x} = \frac{\sum \vec{x}}{N} \times 100\% = \frac{173}{38} \times 100\% = 4.55$$

$\vec{x}$: The mean of the students

$\sum \vec{x}$: The total score

N: The number of the students

Appendix 16

<p align="center">Students' Speaking Ability Percentage</p>

Cycle 1

1. Accent :

$$p = \frac{x}{y} \times 100\% = \frac{1.94}{5} \times 100\% = 39\%$$

2. Grammar :

$$p = \frac{x}{y} \times 100\% = \frac{2.31}{5} \times 100\% = 46\%$$

3. Vocabulary :

$$p = \frac{x}{y} \times 100\% = \frac{2.28}{5} \times 100\% = 46\%$$

4. Fluency :

$$p = \frac{x}{y} \times 100\% = \frac{2.0}{5} \times 100\% = 40\%$$

5. Comprehension :

$$p = \frac{x}{y} \times 100\% = \frac{2.73}{5} \times 100\% = 55\%$$

p: percentage

x: mean score

y: ideal mean score

Cycle 2

1. Accent :

$$p = \frac{x}{y} \times 100\% = \frac{4.23}{5} \times 100\% = 85\%$$

2. Grammar :

$$p = \frac{x}{y} \times 100\% = \frac{4.60}{5} \times 100\% = 92\%$$

3. Vocabulary :

$$p = \frac{x}{y} \times 100\% = \frac{4.34}{5} \times 100\% = 87\%$$

4. Fluency :

$$p = \frac{x}{y} \times 100\% = \frac{4.34}{5} \times 100\% = 87\%$$

5. Comprehension :

$$p = \frac{x}{y} \times 100\% = \frac{4.55}{5} \times 100\% = 91\%$$

p : percentage

x : mean score

y : ideal mean score

: Sti.14/C/PP.00.9/Skripsi/87/2013
: ---·---

: *Pembimbing Skripsi dan Pengesahan Judul*

Padangsidimpuan, 18 November 2013
Kepada Yth;
Bapak Ibu:
1. **Rayaendriani Fahmei Lubis, M. Ag**
2. **Sojuangon Rambe,S.S.M.Pd**

Di-

Padangsidimpuan

Alaikum Wr. Wb

ormat, disampaikan kepada Bapak/Ibu bahwa berdasarkan hasil sidang Tim Pengkaji
Judul Skripsi, telah ditetapkan Judul Skripsi Mahasiswa tersebut dibawah ini sebagai

: SUDAR YANTI SORMIN
: 1J 340 0031
kademik : VII (Tujuh) 2013/2014
: TARBIYAH/TBI-1

: **IMPROVING STUDENTS SPEAKING ABILITY BY USING THINK-PAIR-SHARE (TPS) TECHNIQUE AT GRADE VIII MTsN2 PADANGSIDIMPUAN**

ig dengan hal tersebut, kami akan mengharapkan kesediaan Bapak/Ibu menjadi
I dan Pembimbing II penelitian penulisan skripsi mahasiswa dimaksud.
kian kami sampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu, kami
nakasih.

Prodi TBI

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Sekretaris Jurusan

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Ketua Jurusan Tarbiyah

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FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. HT. Rijal Nurdin Km.5 Telp.(0634) 22080 Fax. 24022 Sihitang 22733

|9/E.8b/TL.00.9/279/2014   Padangsidimpuan, 28April 2014

hon Bantuan Informasi
velesaian Skripsi.

da
Kepala MTSN 2 Padangsidimpuan

Dengan hormat, Rektor Institut Agama Islam Negeri (IAIN) Padangsidimpuan rangkan bahwa :

ι   : **Sudar Yanti Sormin**
                     : 103400031
tas/Jurusan   : Tarbiyah dan Ilmu Keguruan/TBI
at   : Simatorkis Sisoma Julu

ι benar Mahasiswa IAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan **"Improving Student's Speaking Ability by Using Think-Pair-Share Technique at e VIII MTsN 2 Padangsidimpuan"**. Sehubungan dengan itu, dimohon bantuan ./Ibu untuk memberikan data dan informasi sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terima kasih.

a.n. Rektor
Dekan Fakultas Tarbiyah dan
Ilmu Keguruan

Hj. Zulhimma, S.Ag., M.Pd
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KEMENTERIAN AGAMA
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Jalan H. T. Rizal Nurdin Km 6,5 Gg. Pendidikan
PADANGSIDIMPUAN

)2.20/TL.00.9/ 141 /2014

Padangsidimpuan, 05 Mei 2014

anaan Riset

a Yth :

Fakultas Tarbiyah dan Ilmu Keguruan
Agama Islam Negeri (IAIN) Padangsidimpuan

adangsidimpuan

Hormat,

hubungan dengan Surat Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama
egeri (IAIN) Padangsidimpuan Nomor : In.19/E.8h/TL.00.9/279/2014 tanggal 28 April
l dipokok surat, maka bersama ini kami beritahukan kepada Bapak bahwa :

ma	:	**Sudar Yanti Sormin**
I M	:	103400031
rusan/Prog.Studi	:	Tarbiyah dan Ilmu Keguruan / TBI
amat	:	Simatorkis Sisoma Julu

elaksanakan riset pada MTsN 2 Padangsidimpuan dengan judul :
ving Student's Speaking Ability by Using Think-Pair-Share Technique at Grade
sN 2 Padangsidimpuan ".

kami sampaikan atas perhatiannya diucapkan terima kasih.

Kepala,

Drs. H. M. Basyri Nst
NIP. 195910091986031005